MIDDLEBURY COLLEGE

Your Family and Middlebury

Sent by the College to Middlebury Parents and Friends

Spring 1968

By

Dr. Paul M. Cubeta,

Dean of the Faculty

Middlebury is fortunate in having as generous a Leave of Absence Program as any to be found in a small liberal arts college or great university. The purpose of the program is to enhance the scholarly and teaching capacity of the faculty. It is neither a sabbatical leave program nor a program for rest and rehabilitation. Leaves of absence may be granted to faculty members for either one term or a full academic year. The amount of a grant for a colleague on leave is the amount of his regular salary. Leaves are granted upon recommendation of the Teaching Resources Committee, composed of the four Division Chairmen and chaired by the Dean of the Faculty. The Committee favors faculty members who wish to employ their leaves of absence in some project of self-improvement well suited to the opportunities presented by such a leave. These projects do not have to involve research, but should enhance the faculty member's ability to teach or to contribute to his chosen field of scholarship.

During the academic year 1968–69 eight members of the Middlebury faculty will be on leave: Dr. Ralph D. Nelson, Jr., assistant professor of chemistry; Dr. Leslie C. Bigelow, associate professor of Philosophy; Dr. William B. Catton, associate professor of history; Dr. Arthur J. Knoll, assistant professor of history; Dr. Marjorie E. Lamberti, assistant professor of history; Mr. Robert Pack, associate professor of English; Dr. Harris E. Thurber, professor of political science; and Mr. Chandler A. Potter, assistant professor of drama and designer for the theatre.

Dr. Nelson plans research work in the general area of dielectric properties of high-power gases. Part of his research leave will be spent in his laboratory at Middlebury and the remainder in collaboration with Dr. Robert H. Cole of Brown University.

Dr. Bigelow plans to spend his leave at Stanford University undertaking philosophical research in modern meta-ethical theory. In an attempt to develop a definitive general outline of the widely divergent views of this theory, he will study work already done and consult with Dr. William Frankena, a Visiting Professor at the nearby Center for Behavioral Studies and one of the nation's top men in this field.

Dr. Catton will continue work on two books. His schedule calls for completion of a history of the Baltimore and Ohio railroad next fall. He also plans a period of selective reading before collaborating with his father, Bruce Catton, and a former colleague, Professor Shaw Livermore of the University of Chicago, in writing a one-volume interpretive history of the United States.

Dr. Knoll, who recently won grants from both the National Endowment for the Humanities and the Thyssen Foundation in Germany, plans two months of research in Ghana this Summer. He will then spend a year at the University of Heidelberg working in the national archives as he prepares his book on the German administration in the former African colony of Togo.

Dr. Lamberti, who received a fellowship from the National Endowment for the Humanities, will leave in June for Israel, where she will continue her study of "German Jewry under the Wilhemian Era," a project begun last Summer in London under a grant from our Faculty Research Fund.

Professor Pack will complete a critical book on the effects of English romantic poets on the imagery and theories of the imagination of such modern poets as Hardy, Hopkins, Thomas, Frost, Eliot, Stevens, Crane and Roethke.

Dr. Thurber will spend next year in Washington doing research on the late President Kennedy as a member of the United States Senate. He plans to work in the Library of Congress and interview colleagues and associates who knew President Kennedy when he served in the Senate. Professor Thurber also intends to undertake research in the Kennedy papers at Cambridge, Massachusetts.

Professor Potter plans to broaden his experience in the field of design. He will do some free-lance designing for open or arena theatres and will serve as a theatre consultant during the year.

There has probably never been a time at Middlebury when the faculty, despite their heavy teaching duties and scholarly activities, have been more active in undertaking off-campus responsibilities. Faculty members have lectured at other institutions, served on State and National advisory boards, and represented the College in a variety of professional undertakings. It would be impossible to note all of the activities in which the faculty has been engaged during the current year, but the following that have come to my attention are representative.

Professor Claude L. Bourcier (French) recently spoke at the Greater Edmonton Teachers' Convention on "New Methods for Successful Teaching in Foreign Languages." Professor Bourcier also evaluated program applications submitted to the Office of Education under the authority of Title V of the 1965 Higher Education Act, authorizing federal support in the form of fellowships and assistance grants to strengthen and develop graduate elementary and secondary teacher training programs.

Professor James M. Watkins (French) has been engaged by Princeton University to advise its new linguistics program in Chinese in the design of language-learning facilities. Mr. Watkins also serves as a consultant for the foreign language publications, college division, of Random House-Alfred E. Knopf. He is also advising Hampshire College on the design of their language laboratory.

Dr. John S. Rigden (Physics) has accepted an invitation from the Government of India to participate as a consultant to a Physics Institute to be held at the Banaras Hindu University in Banaras during May and June.

Dr. Brewster Baldwin (Geology) has accepted appointment to the Council on Education in the Geological Sciences. The Council consists of ten members serving three-year terms and includes five university professors, a biologist from Education Research Council of America, and a member of the United States Geological Survey. (*Please turn to page 40*)

YOUR FAMILY AND MIDDLEBURY

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George H. Huban, Editor

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Cover: Left to right are William S. Johnson, Jr., Pasadena, Calif., Mary Janss, Beverly Hills, Calif., Lynn Tennyson, Philadelphia, Pa., and Professor Coney in a picture from a series of photographs appearing on pages 25–31 of an article entitled: "A Young Faculty Member—Busy but Interesting Life."

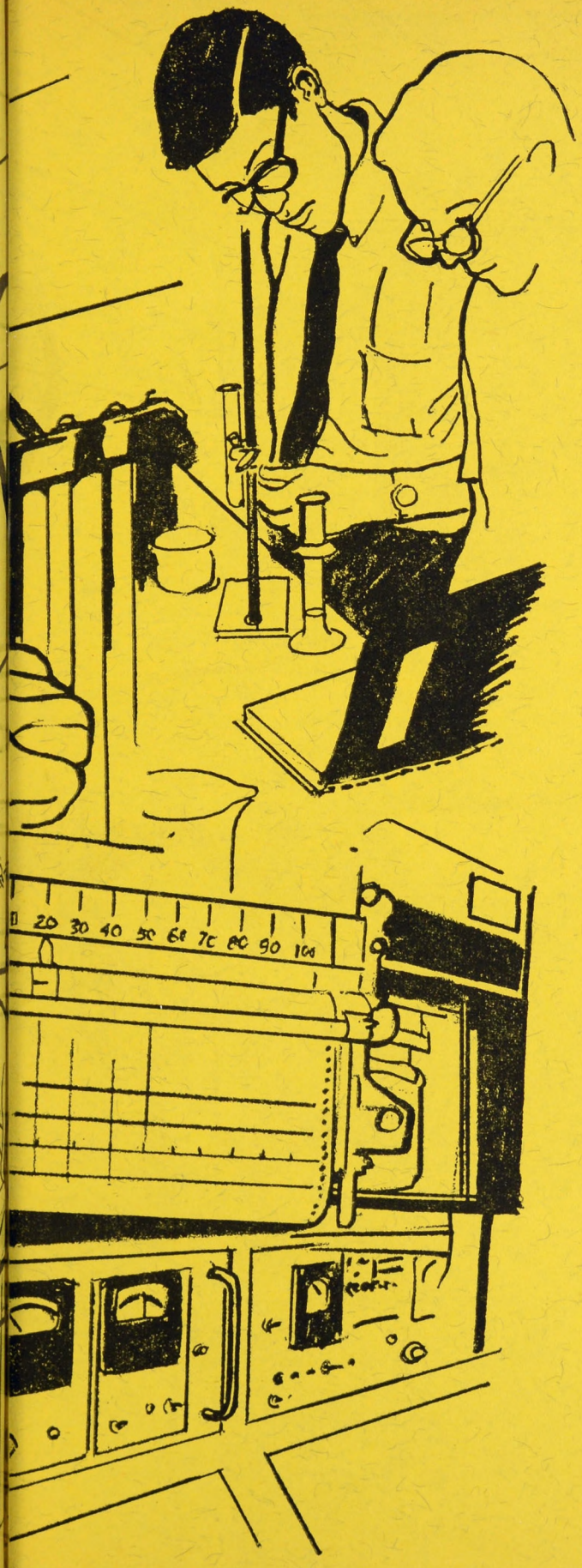
A Special Report

The Plain Fact Is...

...our colleges and universities "are facing what might easily become a crisis"

OUR COLLEGES AND UNIVERSITIES, over the last 20 years, have experienced an expansion that is without precedent—in buildings and in budgets, in students and in professors, in reputation and in rewards—in power and pride and in deserved prestige. As we try to tell our countrymen that we are faced with imminent bankruptcy, we confront the painful fact that in the eyes of the American people—and I think also in the eyes of disinterested observers abroad—we are a triumphant success. The observers seem to believe—and I believe myself—that the American campus ranks with the American corporation among the handful of first-class contributions which our civilization has made to the annals of human institutions. We come before the country to plead financial emergency at a time when our public standing has never been higher. It is at the least an unhappy accident of timing.

—McGEORGE BUNDY
President, The Ford Foundation



A Special Report

A STATE-SUPPORTED UNIVERSITY in the Midwest makes a sad announcement: With more well-qualified applicants for its freshman class than ever before, the university must tighten its entrance requirements. Qualified though the kids are, the university must turn many of them away.

▸ A private college in New England raises its tuition fee for the seventh time since World War II. In doing so, it admits ruefully: "Many of the best high-school graduates can't afford to come here, any more."

▸ A state college network in the West, long regarded as one of the nation's finest, cannot offer its students the usual range of instruction this year. Despite intensive recruiting, more than 1,000 openings on the faculty were unfilled at the start of the academic year.

▸ A church-related college in the South, whose denomination's leaders believe in strict separation of church and state, severs its church ties in order to seek money from the government. The college must have such money, say its administrators—or it will die.

Outwardly, America's colleges and universities appear more affluent than at any time in the past. In the aggregate they have more money, more students, more buildings, better-paid faculties, than ever before in their history.

Yet many are on the edge of deep trouble.

"The plain fact," in the words of the president of Columbia University, "is that we are facing what might easily become a crisis in the financing of American higher education, and the sooner we know about it, the better off we will be."

THE TROUBLE is not limited to a few institutions. Nor does it affect only one or two types of institution. Large universities, small colleges; state-supported and privately supported: the problem faces them all.

Before preparing this report, the editors asked more than 500 college and university presidents to tell us—off the record, if they preferred—just how they viewed the future of their institutions. With rare exceptions, the presidents agreed on this assessment: *That the money is not now in sight to meet the rising costs of higher education . . . to serve the growing numbers of bright, qualified students . . . and to pay for the myriad activities that Americans now demand of their colleges and universities.*

Important programs and necessary new buildings are

> ALL OF US are hard-put to see where we are going to get the funds to meet the educational demands of the coming decade.
>
> —*A university president*

being deferred for lack of money, the presidents said. Many admitted to budget-tightening measures reminiscent of those taken in days of the Great Depression.

Is this new? Haven't the colleges and universities always needed money? Is there something different about the situation today?

The answer is "Yes"—to all three questions.

The president of a large state university gave us this view of the over-all situation, at both the publicly and the privately supported institutions of higher education:

"A good many institutions of higher learning are operating at a deficit," he said. "First, the private colleges and universities: they are eating into their endowments in order to meet their expenses. Second, the public institutions. It is not legal to spend beyond our means, but here we have another kind of deficit: a deficit in quality, which will be extremely difficult to remedy even when adequate funding becomes available."

Other presidents' comments were equally revealing:

▸ *From a university in the Ivy League:* "Independent national universities face an uncertain future which threatens to blunt their thrust, curb their leadership, and jeopardize their independence. Every one that I know about is facing a deficit in its operating budget, this year or next. And all of us are hard-put to see where we are going to get the funds to meet the educational demands of the coming decade."

▸ *From a municipal college in the Midwest:* "The best word to describe our situation is 'desperate.' We are operating at a deficit of about 20 per cent of our total expenditure."

▸ *From a private liberal arts college in Missouri:* "Only by increasing our tuition charges are we keeping our heads above water. Expenditures are galloping to such a degree that I don't know how we will make out in the future."

▸ *From a church-related university on the West Coast:* "We face very serious problems. Even though our tuition is below-average, we have already priced ourselves out of part of our market. We have gone deeply into debt for dormitories. Our church support is declining. At times, the outlook is grim."

▸ *From a state university in the Big Ten:* "The budget for our operations must be considered tight. It is less than we need to meet the demands upon the university for teaching, research, and public service."

▸ *From a small liberal arts college in Ohio:* "We are on a hand-to-mouth, 'kitchen' economy. Our ten-year projections indicate that we can maintain our quality only by doubling in size."

▸ *From a small college in the Northeast:* "For the first time in its 150-year history, our college has a planned deficit. We are holding our heads above water at the moment—but, in terms of quality education, this cannot long continue without additional means of support."

▸ *From a state college in California:* "We are not permitted to operate at a deficit. The funding of our budget at a level considerably below that proposed by the trustees has made it difficult for us to recruit staff members and has forced us to defer very-much-needed improvements in our existing activities."

▸ *From a women's college in the South:* "For the coming year, our budget is the tightest we have had in my fifteen years as president."

WHAT'S GONE WRONG?

Talk of the sort quoted above may seem strange, as one looks at the unparalleled growth of America's colleges and universities during the past decade:

▸ Hardly a campus in the land does not have a brand-new building or one under construction. Colleges and universities are spending more than $2 billion a year for capital expansion.

▸ Faculty salaries have nearly doubled in the past decade. (But in some regions they are still woefully low.)

▸ Private, voluntary support to colleges and universities has more than tripled since 1958. Higher education's share of the philanthropic dollar has risen from 11 per cent to 17 per cent.

▸ State tax funds appropriated for higher education have increased 44 per cent in just two years, to a 1967–68 total of nearly $4.4 billion. This is 214 per cent more than the sum appropriated eight years ago.

▸ Endowment funds have more than doubled over the past decade. They're now estimated to be about $12 billion, at market value.

▸ Federal funds going to institutions of higher education have more than doubled in four years.

▸ More than 300 new colleges and universities have been founded since 1945.

▸ All in all, the total expenditure this year for U.S. higher education is some $18 billion—more than three times as much as in 1955.

Moreover, America's colleges and universities have absorbed the tidal wave of students that was supposed to have swamped them by now. They have managed to fulfill their teaching and research functions and to undertake a variety of new public-service programs—despite the ominous predictions of faculty shortages heard ten or fifteen years ago. Says one foundation official:

"The system is bigger, stronger, and more productive than it has ever been, than any system of higher education in the world."

Why, then, the growing concern?

Re-examine the progress of the past ten years, and this fact becomes apparent: The progress was great—but it did not deal with the basic flaws in higher education's financial situation. Rather, it made the whole enterprise bigger, more sophisticated, and more expensive.

Voluntary contributions grew—but the complexity and costliness of the nation's colleges and universities grew faster.

Endowment funds grew—but the need for the income from them grew faster.

State appropriations grew—but the need grew faster.

Faculty salaries were rising. New courses were needed, due to the unprecedented "knowledge explosion." More costly apparatus was required, as scientific progress grew more complex. Enrollments burgeoned—and students stayed on for more advanced (and more expensive) training at higher levels.

And, for most of the nation's 2,300 colleges and universities, an old problem remained—and was intensified, as the costs of education rose: gifts, endowment, and government funds continued to go, disproportionately, to a relative handful of institutions. Some 36 per cent of all voluntary contributions, for example, went to just 55 major universities. Some 90 per cent of all endowment funds were owned by fewer than 5 per cent of the institutions. In 1966, the most recent year reported, some 70 per cent of the federal government's funds for higher education went to 100 institutions.

McGeorge Bundy, the president of the Ford Foundation, puts it this way:

"Great gains have been made; the academic profession has reached a wholly new level of economic strength, and the instruments of excellence—the libraries and

Drawings by Peter Hooven

EACH NEW ATTEMPT at a massive solution has left the trustees and presidents just where they started.

—A foundation president

laboratories—are stronger than ever. But the university that pauses to look back will quickly fall behind in the endless race to the future."

Mr. Bundy says further:

"The greatest general problem of higher education is money . . . . The multiplying needs of the nation's colleges and universities force a recognition that each new attempt at a massive solution has left the trustees and presidents just where they started: in very great need."

THE FINANCIAL PROBLEMS of higher education are unlike those, say, of industry. Colleges and universities do not operate like General Motors. On the contrary, they sell their two primary services—teaching and research—at a loss.

It is safe to say (although details may differ from institution to institution) that the American college or university student pays only a fraction of the cost of his education.

This cost varies with the level of education and with the educational practices of the institution he attends. Undergraduate education, for instance, costs less than graduate education—which in turn may cost less than medical education. And the cost of educating a student in the sciences is greater than in the humanities. Whatever the variations, however, the student's tuition and fees pay only a portion of the bill.

"As private enterprises," says one president, "we don't seem to be doing so well. We lose money every time we take in another student."

Of course, neither he nor his colleagues on other campuses would have it otherwise. Nor, it seems clear, would most of the American people.

But just as student instruction is provided at a substantial reduction from the actual cost, so is the research that the nation's universities perform on a vast scale for the federal government. On this particular below-cost service, as contrasted with that involving the provision of education to their students, many colleges and universities are considerably less than enthusiastic.

In brief: The federal government rarely pays the full cost of the research it sponsors. Most of the money goes for *direct costs* (compensation for faculty time, equipment, computer use, etc.) Some of it goes for *indirect costs* (such "overhead" costs of the institution as payroll departments, libraries, etc.). Government policy stipulates that the institutions receiving federal research grants

must share in the cost of the research by contributing, in some fashion, a percentage of the total amount of the grant.

University presidents have insisted for many years that the government should pay the full cost of the research it sponsors. Under the present system of cost-sharing, they point out, it actually costs their institutions money to conduct federally sponsored research. This has been one of the most controversial issues in the partnership between higher education and the federal government, and it continues to be so.

In commercial terms, then, colleges and universities sell their products at a loss. If they are to avoid going bankrupt, they must make up—from other sources—the difference between the income they receive for their services and the money they spend to provide them.

With costs spiraling upward, that task becomes ever more formidable.

HERE ARE SOME of the harsh facts: Operating expenditures for higher education more than tripled during the past decade—from about $4 billion in 1956 to $12.7 billion last year. By 1970, if government projections are correct, colleges and universities will be spending over $18 billion for their current operations, plus another $2 billion or $3 billion for capital expansion.

Why such steep increases in expenditures? There are several reasons:

▸ Student enrollment is now close to 7 million—twice what it was in 1960.

▸ The rapid accumulation of new knowledge and a resulting trend toward specialization have led to a broadening of the curricula, a sharp increase in graduate study, a need for sophisticated new equipment, and increased library acquisitions. All are very costly.

▸ An unprecedented growth in faculty salaries—long overdue—has raised instructional costs at most institutions. (Faculty salaries account for roughly half of the educational expenses of the average institution of higher learning.)

▸ About 20 per cent of the financial "growth" during the past decade is accounted for by inflation.

Not only has the over-all cost of higher education increased markedly, but the *cost per student* has risen steadily, despite increases in enrollment which might, in any other "industry," be expected to lower the unit cost.

Colleges and universities apparently have not improved their productivity at the same pace as the economy generally. A recent study of the financial trends in three private universities illustrates this. Between 1905 and 1966, the educational cost per student at the three universities, viewed compositely, increased 20-fold, against an economy-wide increase of three- to four-fold. In each of the three periods of peace, direct costs per student increased about 8 per cent, against a 2 per cent annual increase in the economy-wide index.

Some observers conclude from this that higher education must be made more efficient—that ways must be found to educate more students with fewer faculty and staff members. Some institutions have moved in this direction by adopting a year-round calendar of operations, permitting them to make maximum use of the faculty and physical plant. Instructional devices, programmed learning, closed-circuit television, and other technological systems are being employed to increase productivity and to gain economies through larger classes.

The problem, however, is to increase efficiency without jeopardizing the special character of higher education. Scholars are quick to point out that management techniques and business practices cannot be applied easily to colleges and universities. They observe, for example, that on strict cost-accounting principles, a college could not justify its library. A physics professor, complaining about large classes, remarks: "When you get a hundred kids in a classroom, that's not education; that's show business."

The college and university presidents whom we surveyed in the preparation of this report generally believe their institutions are making every dollar work. There is room for improvement, they acknowledge. But few feel the financial problems of higher education can be significantly reduced through more efficient management.

ONE THING seems fairly certain: The costs of higher education will continue to rise. To meet their projected expenses, colleges and universities will need to increase their annual operating income by more than $4 billion during the four-year period between 1966 and 1970. They must find another $8 billion or $10 billion for capital outlays.

Consider what this might mean for a typical private

At Middlebury College

The Plain Fact Is . . .

. . . Support of the College must be improved if Middlebury's educational aspirations are to be sustained

THE MANY ARTICLES published in recent months by national news media on the financial plight of American higher education is understandable. The pressing needs of the nation's colleges and universities, particularly those privately supported, should be presented for public appraisal since all segments of our society have a stake in the problem. Perhaps more surprising is the fact that alumni journals, such as the Middlebury News Letter, are publishing this spring a special report by the American Alumni Council titled "The Plain Fact Is . . . Our Colleges and Universities are Facing What Might Easily Become a Crisis." Certainly the educated men and women who comprise the alumni bodies of these institutions could be expected to be fully aware of their colleges' needs and actively responsive to helping meet them.

Two plain, harsh facts prove such an expectation unfounded. At present a majority of all college graduates are unaware of the financial problems facing their alma maters. Equally disturbing is the evidence that only one out of four alumni and alumnae contributes to higher education. This is hardly the degree of understanding and response to be expected from liberally educated men and women. Perhaps college presidents may find here some explanation for the frustrating fact that their mail will contain frequent expressions of alumni concern with the selectivity of admissions procedures, the performance of athletic teams or the unpopular views of visiting lecturers but seldom, very seldom, any expression of concern with the problem that troubles presidents most:—finding the means to finance their educational objectives.

Fortunately, Middlebury people are somewhat more responsive—almost two out of four give in support of their college. But this ratio must be improved if we are to sustain Middlebury's educational aspirations and assure her present position among the nation's first rank liberal arts colleges. It is to the currently unresponsive 50% of Middlebury's alumni body that the following feature by the Ameri-

This Special Report continues on page 31

can Alumni Council is most urgently directed.

In varying degrees Middlebury is experiencing all the pressures and problems presented in this special report. The pattern of rising tuitions reported for all institutions, private and public is found also at Middlebury where tuition has increased 183% these past 15 years. During the same period annual giving increased an identical 183%. One shudders to contemplate to what level tuition would have been forced to rise had not support from the annual fund grown so substantially.

Yet during each of these 15 years Middlebury's annual budgets were being strained by the rising costs produced by an inflationary economy. During this period instructional costs increased 195% and general operational costs climbed 214%. For an institution that has traditionally operated on a balanced budget such mounting costs represent a worrisome problem. For example, this year's budget of $6,650,000, up $500,000 from the previous year, will be balanced *if, but only if,* Middlebury's Annual Giving Program attains its $200,000 goal. A gift withheld, be it $10, $100 or $1,000 by one alumnus uninformed of the need or not caring, could actually make the difference between a balanced budget or a deficit.

Despite the importance of increasing private contributions other supplemental means must be sought to solve the general problem and dispel the prospects of eventual crisis. Some of Middlebury's sister institutions located in more affluent states such as New York and Pennsylvania are commencing to receive significant amounts of state aid. It would seem unrealistic for Middlebury to look for such assistance since the pastoral beauty that is Vermont's reflects the limited tax base of a thinly populated, non-industrial state. For the present Middlebury must regard state aid only as a competitive factor favoring institutions being so assisted by their home states.

More realistic are the prospects for eventual federal aid of real significance. Some federal assistance has come to Middlebury in recent years. Low interest, long-term, self-amortizing federal loans have been of major importance in helping provide new dormitories, Redfield Proctor Hall and the first unit of the new Science Center. Undergraduate loan funds made available under the National Defense Act have given some relief of ever growing student aid needs. Modest grants from the National Science Foundation have helped finance acquisition of greatly needed scientific equipment and, grants from the National Institutes of Health have provided considerable support for faculty research. Presently, however, very little help can be found in federal programs to help relieve pressures on the operating budget. Federal budget cuts resulting from American commitments in Southeast Asia and from the monetary situation offer little encouragement that such aid can soon be expected.

Perhaps more encouraging for the immediate term are the efforts of colleges and universities to improve their productivity by using facilities more efficiently and teaching staffs more effectively. President Armstrong spoke of the importance of these endeavors at a convocation at Grinnell College last fall: ". . . the liberal arts college is under severe pressure to change —like the Furies the College must not lose its purpose—yet it has come to a time when there must be a transformation in the *ways in which it carries out its purposes, the way it educates.*" (See *Your Family and Middlebury.*)

Middlebury has a proud tradition of finding more efficient use of plant and more effective ways of teaching. For example, many institutions are only now attempting to find year-around use of their physical plants. The development at Middlebury started in 1916 with the establishment of the famed Summer Language Schools. More recent evidence is the library type language laboratory developed at Middlebury for the Sunderland Language Center. The new "4-1-4" curriculum reported elsewhere in this issue offers dramatic illustration of "transformation in the way a college educates" to improve the process of liberal learning.

But more efficient use of facilities, new teaching methods and new curricula can only alleviate, not solve, the financial problems of Middlebury and her sister institutions. The final solution can be found only through increased financial support. Robert F. Duncan in "Observations on Financing Higher Education" wrote, "Why is the future bright, especially for the larger, older and well-established colleges and universities? My answer is that these institutions are fortunate in possessing a hard core of almost fanatic supporters who will not let their College fail."

It was Middlebury's "hard core of fanatic supporters" who made the Challenge Fund so successful. This same body is moving Middlebury's Annual Giving Program to new levels of achievement. If the numbers of this important group can be increased substantially Middlebury will avoid the financial emergency to which McGeorge Bundy refers in the "Special Report." To recruit a larger "core of fanatic supporters" Middlebury directs the American Alumni Council document to her alumni and alumnae.

WALTER E. BROOKER
Vice President

New Curriculum At Middlebury College

By Dr. William B. Catton
Chairman, Educational Policy Committee

Visitors to Middlebury College during the past year and a half, if they tarried long enough to overhear conversations or spent as many as thirty seconds in the company of certain members of the Faculty, were almost bound to hear cryptic incantations of the mathematical formula, four-one-four. It was very much an "in" topic, with a jargon all its own. The formula itself, to the uninitiated, was deceptively simple but far from self-explanatory; the manner of invoking it probably endowed each reference with a vaguely portentous quality. A guest, exposed to the audible half of a telephone conversation on the subject, must have felt as though he were listening to a bad scenario written in rather hazy collaboration by Ian Fleming and Bob Newhart, with faint overtones of the late Sam Rayburn and, in more apocalyptic moments, of the Book of Revelation.

"Yes, Jack . . . We can't do that till we know about four-one-four. . . Is four-one-four apt to cripple your program? . . . Better see how the president reacts. . . . Of course science will survive four-one-four . . . Yes, I know D. K. insists upon a clean document . . . What? If Pack gives that speech in favor of four-one-four at division meeting it loses ten votes right there. . . You know the Germans will fight this if four-one-four doesn't let them drill during the winter. . . Well, that whole set of plans falls through if four-one-four doesn't pass. . . But four-one-four will change all of that. . ." And so on.

Through the labyrinth traced by hundreds of such conversations, together with an eighteen-month marathon of meetings, discussions, draft documents, and off-hour planning sessions, the Faculty Educational Policy Committee formulated, reformulated, lost, and finally—by a vote of 69 to 29 on February 5, 1968—won faculty approval of a revised curriculum and academic calendar for Middlebury College. The change will go into effect with the beginning of classes next September. The program has been known, from the moment the committee began working on it in the fall of 1966, as four-one-four.

Dr. Catton joined the Faculty in 1964 and is Associate Professor of History. According to the *Faculty Handbook* the purpose of Professor Catton's Educational Policy Committee is "to give careful, continued, and long-term consideration to the major educational objectives of the College and to the ways in which the curriculum and academic organization of the College can best achieve these objectives; to study both in this and other colleges such matters as the general education program, the various concentration and distribution requirements, general examinations, the scope and effectiveness of both departmental and interdepartmental majors, the honors program, the liberal arts versus vocational training dilemma; to consider individual courses or departmental procedures only if matters of general academic policy are involved; to make specific recommendations to the Faculty through the departments or divisions concerned or through regular standing committees; to cooperate with the student educational policy committee, frequently holding joint meetings."

THE 4–1–4 curriculum at Middlebury is patterned after similar experiments undertaken in recent years by Colgate, Williams, Colby, St. Olaf's, and several other colleges. Beginning next year, Middlebury students will elect four courses in the fall and spring terms instead of five, as at present. A one-month winter session has been added between the two regular terms, during which each student will undertake a single project. This new pattern of course selection—four in the fall, one in the winter, four in the spring—inspired the shorthand label of 4–1–4.

The baccalaureate degree will henceforth require the successful completion of 32 fall and spring courses and 4 winter courses instead of the accumulation, as heretofore, of 120 credits. (The old system of amassing credits, so familiar to so many generations of Middlebury alumni-ae, appears to be one of the least lamented casualties of the change.)

The academic calendar has been adjusted accordingly. The length of the school year is unchanged, but fall term classes will begin slightly earlier than at present and run for thirteen weeks (as opposed to the present fifteen), with final examinations ending just before the Christmas holidays. The winter term will begin in early January and conclude four and a half weeks later with a short recess during which, after next year*, Winter Carnival will be held. The spring term, commencing in mid-February, will include thirteen weeks of classes broken by a conventional recess in early April. Senior comprehensives and final exams will be held during the last ten days in May, with baccalaureate and commencement exercises occurring, on an average, a week earlier than under the old system.

THE MIDDLEBURY STUDENT is expected to derive several benefits from the new curriculum. In the fall and spring terms, the election of four courses instead of five is designed to reduce the fragmentation of time and effort which many students—including many of the ablest and most conscientious—have regarded as a burden in recent years. As more and more departmental programs raised the level of their demands and expectations, students frankly admitted that every semester they tried to enroll in at least one easy course—a "gut," if one could be found—in the interest of devoting adequate effort to the other four. There was testimony, too, to the effect that the search for "guts" had grown riskier and harder of late, and that with the best of intentions it was difficult to do justice to five courses without cutting corners and giving too many assignments a lick and a promise.

"It isn't a matter of indifference," one Dean's List student reported. "I've got three courses right now with suggested reading lists a mile long. There are some books on each list I really want to read, and I won't be able to crack a single one. Doing right by the required assignments is all I can handle. And," he added ruefully, "it's damned frustrating."

Although some students expressed regret at having fewer elective choices under a four-course curriculum, most agreed that the opportunity to spend more time and study more intensively in each course was of greater importance. The new program is frankly predicated on the assumption that four reflective academic experiences are more valuable than five crammed ones. It even expresses the hope that students will be better able to develop and pursue interests not formally related to their courses—independent reading, for example, or creative activity, or participation in community affairs.

At this point a question was inevitable, and there were those who asked it. What is to prevent students from using the "released time" hitherto spent on that fifth course for some extra hours each week at the Snow Bowl or in the Pine Room? The answer, in brief, was "Nothing." A curriculum geared primarily to Keeping the Goof-Off at Work is reducing itself to the lowest common denominator indeed, and the 4–1–4 plan is aimed at a different set of motivations.

THE MOST IMPORTANT innovation in the new curriculum, of course, is the winter session. Students will enroll in a single course during this 4½-week period, choosing from a range of new and experimental offerings. They will experience the opportunity, usually for the first time in their academic career, to devote all of their time and energy to a single project, free from competing deadlines.*

Although these winter courses may include some lectures, discussions, and other familiar trappings,

*Next year's carnival, having already been arranged before the new curriculum was adopted, proved impossible to reschedule. Beginning in 1970, Middlebury's Winter Carnival will be held at the end of its winter session in early February; Carnival dates will fall, on an average, two weeks earlier than in past years.

*Students in beginning languages courses may be required to participate in a continuing program involving six or eight hours of work per week, in addition to their regular winter course. Required physical education classes, not to exceed two hours of activity per week, will also continue during the winter session. It was not generally felt that either of these endeavors would materially affect the time and concentration that students will be able to devote to their regular winter course.

the emphasis throughout the winter program will be upon independent study—individual research projects, seminars, dramatic or musical productions, specialized laboratory experiments, the completion of senior theses or honors projects, and so on. By way of encouraging students to explore new areas, the grading system in all winter courses will be on the basis of "pass," "fail," or "pass with distinction."

New departure is the keynote. In devising their winter programs, departments will not simply tailor conventional fall and spring courses to a new format. Approach and subject matter are intended to be different. Topics briefly covered as part of a regular fall or spring course can be explored in depth during the winter; other topics, too narrow or specialized to be included in fall or spring offerings, can form the basis of a winter seminar.

A group of students, with the advice and consent of the pertinent instructor or instructors, may initiate a winter project. A faculty member may organize a winter course, where feasible, around a research project he is pursuing at the time. Particular encouragement is being given to the planning of interdisciplinary courses; among those already suggested for future winter offerings are seminars on water pollution, the city, poverty, heredity, and war.

Off-campus travel, by individuals or groups, will undoubtedly form a major ingredient in the winter session. Seminars in art, drama, music, biology, and sociology are among the winter projects already being planned to take advantage of research and cultural facilities in other areas. (One enthusiastic faculty member has spoken of taking a group to Japan and another is talking about London—neither, it should be added, at his own expense. Whether the new winter programs will permit experimentation on so attractively grand a scale remains to be seen; the College is obviously not in a position to underwrite such projects.)

Long before Middlebury officially adopted the 4–1–4 curriculum, individual faculty members were thinking of possible winter offerings. Among the many tentative suggestions made last fall, some of which will undoubtedly appear in the 1968–1969 catalogue, are courses in Cubism and Non-representational Art, Short 20th-Century Novels, the Production of a Play, Great Men in American History, African Dissent in the Colonial Era, Mathematical Conjecture and Discovery, Linguistics, Aspects of Human Biology, Aspects of Environmental Geology, Fallacies & Hoaxes in Science, Renaissance Dance, a variety of Creative Writing seminars, a Studio course in Drawing Composition, Freedom & Determinism as a Problem in Philosophy, and several Literature-in-Translation courses.

IT IS OBVIOUS that 4–1–4 contains a vast range of exciting possibilities. It is equally obvious that enthusiastic predictions in advance are not the proof of the pudding. Even the most zealous advocates of the new curriculum admit that uncertainties and problems lie ahead. No one yet knows what is going to happen to enrollments when students elect four courses instead of five, or how teaching loads will be affected, or whether the range of attractive courses in the winter session will be sufficient to give every student his first or second choice.* Not every experiment is going to succeed. Fully aware of these and other problems, the College has created a special new committee whose task, among others, is to evaluate and report on the success of the winter programs for the first three years.

The success of the entire program, in short, awaits the trial. What has happened thus far, however, gives grounds for optimism. The entire college community—students, faculty, administration, staff—is now deeply engaged in preparing for next fall. Students, enthusiastic from the moment 4–1–4 was first proposed, are already planning ahead and asking intelligent questions of their advisers and departments. New course proposals and departmental programs are already descending upon the Curriculum committee. The registrar and batteries of deans are perfecting the myriad arrangements whereby every existing procedure and timetable can be adjusted to the new calendar and every student now in residence can be equitably transposed, so to speak, from the old to the new curriculum. From the Library, Admissions Office, Business Office, Dining Halls, Buildings & Grounds, and other key areas come reassuring signs that everything will be in readiness before the new academic year begins.

Four-one-four at Middlebury, much discussed and much debated, will not be a mystery much longer. The academic re-evaluations that it demands and the new opportunities that it creates are alike reason for supposing that the new program might succeed; the energetic nature of the response thus far, from students and faculty and administration, encourage the belief that it can; the depth and breadth of the talent here, from entering freshman to senior professor, reinforce the conviction that it will.

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*It is planned to have students indicate their first four choices in registering for a winter course, so that enrollments can be kept within bounds; and to conduct a mock winter registration a few weeks in advance of the real one, so as to see where the imbalances lie and make whatever adjustments are necessary. Williams College, which went on a 4–1–4 program last fall, reported that nearly 85% of its students were able to enroll in the winter course of their first choice.

SPORTS

MAX PETERSEN

MIDDLEBURY varsity and freshmen winter sports teams, with one exception had one of their most successful seasons in years. All turned in winning records except the varsity basketball team, which continued to be plagued with bad luck and a lack of personnel.

One of the most encouraging results of the winter season was the fine play of the freshman hockey, 7–5, and basketball, 7–6, squads. These freshman players will play a key role in future Panther varsity play.

Slow in starting the last two seasons, the Panther varsity hockey team reversed the trend this year and turned in a fine first semester performance. By the time mid-year examinations started the Middlebury skaters had met some of the finest teams in the East with a winning 6–4–1 record, including a major upset of R.P.I., ranked second in Division I of the Eastern College Athletic Conference.

Although the Panthers played well in the second half of the season they were unable to match their first half performance. They lost six games while winning five for an overall season record of 11–10–1.

Coach Wendy Forbes' skaters were one of six teams competing for four playoff berths in the ECAC small college division. Despite a solid 3–0 shutout of top contender Hamilton in the season finale, the Panthers lost their bid for the fourth position to American International College, eliminated in the first round of play.

Finding a replacement for goalie Pete Brown, '67, was a major problem for a veteran Middlebury team at the start of the season. However, a 5-6, 155 lb. junior, Ron DeGregorio, eased his small frame into the nets and after a shaky start cast as big a shadow as his predecessor. He finished third among the East's small college goalies allowing just 3.09 goals per game.

Blaine Doherty, a hard skating Canadian who was captain of the team this year, led the Panthers in scoring for the second straight year with 10 goals and 25 assists for a total of 35 points. Doherty proved his versatility by moving from the forward line to defense, where he was more effective to the team.

The Panther ski team under Coach Gary Vaughn had another good year, but lacked a good jumping squad to go with strong alpine and cross-country units.

Middlebury battled Dartmouth on even terms on the Carnival circuit, finishing second at Dartmouth and second again at Middlebury in the Eastern Inter-collegiate Ski Association championships. The Panthers won two of four events in the Easterns and held a slim lead going into the Dartmouth dominated jump.

Top performers this year were Co-Capt. John Morton, a senior, who won every collegiate cross-country race in the East and who was second in the NCAA's; Co-Capt. Bill McCollom, a senior alpine specialist; Jim McGill, a junior who is rapidly becoming one of the top alpine skiers in the East; Terry Morse, a fine cross-country racer; Dave Nelson, a junior nordic specialist, and C. Paul Reed, sophomore alpine ace.

"Wait until next year," was the cry around the Field House basketball court after the Panther hoopsters had posted another 1–22 losing season.

Coach Gerry Alaimo's 1967–68 squad appeared on paper, before the season opened, to have considerable potential. Starting out with 13 players, the Panthers ran into an unusually heavy rash of injuries and academic failures.

The Middlebury coach watched his squad shrink from 13 to five during the course of the season. Injuries cut down his tall man 6–5 center Jack Freshman, and a sophomore guard Ray Rivera, before the first game and they were lost for the season.

Faced with an empty bench, the Panthers were granted permission to use four or five freshman players in the final four games. The frosh substitutes gave the team valuable assistance and gained valuable experience in return.

The highlight of the season was the final game against R.P.I. at Troy. Trailing at the half, as they had so many times before, the determined Panthers came back in the final half of play to upset the Engineers 79–74 and end a 28-game losing streak stretching over two seasons.

(*Please turn to page 39*)

Winter Scoreboard

VARSITY HOCKEY

MIDD.		OPP.
4	MacDonald	5
9	CMR	4
2	Bowdoin	2 OT
3	Dartmouth	5
4	Army	6
8	Norwich	2
2	St. Lawrence	6
3	A.I.C.	2
4	R.P.I.	3
6	Williams	1
3	Vermont	1
3	Merrimack	4
0	Colby	2
8	CMR	4
5	Hamilton	6 OT
3	Norwich	2
5	Williams	0
2	New Hampshire	5
13	Amherst	1
5	Vermont	6
3	Colgate	9
3	Hamilton	0

Won 11, Lost 10, Tied 1

VARSITY BASKETBALL

MIDD.		OPP.
78	Trinity	108
78	Vermont	107
75	Bowdoin	102
72	St. Michael's	90
61	Clarkson	76
76	Brandeis	93
66	Central Conn.	89
61	Hartford	90
75	Stonehill	104
84	Wesleyan	96
66	M.I.T.	78
66	St. Michael's	70
72	Clark	88
69	Springfield	101
87	Norwich	103
88	Hamilton	103
65	Williams	83
64	Union	65
68	Ahmerst	86
74	Norwich	79
86	Vermont	103
81	St. Lawrence	91
79	R.P.I.	74

Won 1, Lost 22

VARSITY SKI

St. Lawrence Carnival	Rained Out
Dartmouth Carnival	2nd Place
Williams Carnival	Incomplete
Middlebury Carnival— EISA—	2nd Place
NCAA Championships	7th Place

The Faculty Recommends... books of merit

MIDDLEBURY COLLEGE

SPRING 1968

VOLUME IV NUMBER 2 • DAVID J. LITTLEFIELD, EDITOR

Opus Mirabilis — A New View of American Poets

HYATT H. WAGGONER, *American Poets: From the Puritans to the Present*. Houghton Mifflin, 1968, $8.50.

"What you look hard at, looks hard at you," said Hopkins, the English poet. Professor Hyatt Waggoner, '35, head of the American Civilization program at Brown University, in *American Poets* has looked hard at our poets for over 700 pages. 'Hard' in this sense signifies deeply. Deeply implies reading sympathetically and understandingly the work of a poet, correlating it with other poets, grasping the impulses, attitudes, and forms at work upon and in all the poets in a time-continuum from the Puritans to the present, determining a point-of-view from which to appraise over three hundred years of poetry, and, most importantly, sharpening one's style to make communicable, vigorous, perceptive, and concentrated what needs to be said. The result is a mover and shaker among scholarly books—a *mover* in the literal sense of moving the reader by recognition and fresh insights. Waggoner's book is also a *shaker* in the sense of loosening the old crumbling foundations in order to establish new, firmer ones. We haven't many books like this from our scholars in American literature. This is now the best in the field—how much better you can judge by comparing it with the studies of Untermeyer, Deutsch, Wells, Gregory and Zaturenska, Bogan, and Pearce. To write *American Poets* a scholar has to be a lover of poetry, an intellectual historian, an analyst, and one profoundly immersed in the American tradition.

What does Waggoner do that distinguishes *American Poets* from its chief predecessor? His chief predecessor, Pearce, tracing the continuity of American poetry, stresses the relation between the self and the world from Edward Taylor to Wallace Stevens. Pearce develops thematically the view that poetry preserves the idea of the dignity of man and plays a major role in the creative arts. Waggoner sees poetry as an expression of "the eschatological vision," essentially a religious emphasis, which is extended from Anne Bradstreet to Denise Levertov and Robert Creeley. The keys to *American Poets* are Emerson and Whitman looked at philosophically as well as aesthetically. This is a *personal* book, and personal as only a "raging rider" (one of Emerson's wonderful phrases not quoted by the author) can be. Everything Waggoner stands for has gone into this book, filtered through the Emerson-Whitman prism; you will feel as you read it the direct force of a scholar passionately *engagé*.

How effective is this carefully directed and well-focussed point-of-view? As we say in the profession, Waggoner has done his "homework." He not only gives the poets a careful reading, he locates their place fairly in the developing tradition of American poetry. Because he is assertive and opinionated, he is going to get batted around by those no less assertive and opinionated. What he has in his favor some of his critics will not have—and the pleasure which I have taken in living with this book for about a month now conclusively proves this—clear-sightedness, trenchant belief in the neo-orthodox Christian view, sharp wit, fine grounding in philosophy, and a forthright limber style. I found the chapters on Whitman, Stephen Crane, Robinson, Emily Dickinson, Hart Crane, Cummings, and Ransom especially rewarding. Only when a man's sympathies are engaged and his intellect challenged can you expect as good critical discussion as this. A strong clear voice comes through supported by uncompromising critical intelligence.

Although one can not read such a polemical book with its multiple opinions and judgments without wanting to *qualify* some statements, yet I did not find any I would *reverse*. Because Waggoner's mind folds outward, he sees signs and wonders all over the place. Precisely for this reason the book is an *opus mirabilis*—vivid criticism. No matter where I read, poets as diverse as Williams and Wylie, Cummings and Warren, Hart Crane and Stevens are dyed with the same Emersonian or Whitmanian rainbow colors. Here the influence of Emerson is writ large, and by extension, Walt Whitman's. Waggoner also—and this is part of a great generosity—likes to hand out the prizes, pin on the decorations. Accolades go to "Song of Myself" and "When Lilacs Last—," to Aiken's "Hallow'en" and Warren's "Billie Potts," to Williams' "Asphodel, that Greeny Flower," and to books of poetry like Teasdale's *Strange Victory* or Sandburg's *Honey and Salt*. He makes me reach for Lowell to re-read "Fitz Adam's Story," to Whitman to re-read "O Living Always, Always Dying," to Emerson, even, to re-read "Limits" and "Water," to Dickinson to re-read "Like Rain It Sounded Till It Curved."

Full of insights into and suggestions of how to approach

a poem, *American Poets* has scope, depth, variety. Because of its direct, independent judgments—dogmatic *and* right—it will be a much-discussed study that shares a capacity for wonder commensurate with the essential quality of the brighter element of poetry. *American Poets* is *for all of us* who would try to understand a little more about who and what constitutes our heritage. In putting his reputation on the line among the scholars "where that immortal garland is to be run for not without dust and heat," Waggoner should bring all of us to our feet, applauding, for this remarkably brilliant study. —REGINALD L. COOK

Mr. Cook, '24, Julian W. Abernethy Professor of American Literature, is in his own right a distinguished critic of American poets and poetry.

Religion in Japan

Fernando M. Basabe, in collaboration with Anzai Shin and Alphonso M. Nebreda, *Japanese Youth Confronts Religion: A Sociological Survey*. Sophia University, in co-operation with Charles E. Tuttle, Tokyo, Japan, and Rutland, Vermont: 1967, $6.00.

Someone once said that sociology is the art of making the obvious unreadable. Must it be so? What these three gentlemen have to say is not old hat; and they manage to say it in good, basic English. Their book is most readable, and is in fact one of the most interesting books on contemporary Japan I have read.

They notify us at the outset that their aims are modest, and that they are not out to speculate on the "religiosity in the Japanese soul." So much the better; they leave that pleasure to us. The Japanese youth who speak to us through this book are university students at the beginning of their university career. From their responses one learns much about the Japanese outlook on life. Some, of course, are very *modan* (modern), and say things like "The way I see it, the only time a Japanese gets serious about religion is when something has got him down and he is looking for an escape." For that kind of response one may go either to Washington Square, or Shibuya Station. But in other responses there is a refreshing open-mindedness and honesty with self that ought to sound a familiar chord for those who know Japan. For example, this straight-forward self-analysis: "When man is healthy and without worries, religion does not exist. But when bodily or spiritual troubles arise, involuntarily God's name comes to his lips. I, myself, in time of health, behave without embarrassment in contradiction to the way I act when I am sick." Another student remarks: "My father had no faith or anything of that sort before, but recently I have seen him with both hands clasped worshipping in front of the household altar"; and he adds that he and his brother say, when they see this, "'It is because our father is also finally approaching nearer to the next world, isn't it?'" And the corollary is reported by the authors themselves: these young people "systematically reject any thought of death that may come to them." When the subject is discussed in the classroom, "we felt in the students a reaction of displeasure and annoyance. *Iya da*—it bothers us. . ."

Central to this study of attitudes towards religion in youth are the uniquely Japanese reasons, given by the students themselves, for remaining "outside the church." In Japan, and especially for the young, the Courage to Be is the courage to be on one's own, self-reliant and confident and strong. Now *there*, one senses, is the Japanese soul. Here again the students speak for themselves: "A strong man does not need religion. I would even go so far as to say that religion makes man weak." "Don't those people who depend on religion do so because they lack self-confidence?" "Even without religion I think that a man can be happy if he goes forward with a strong will."

The authors, I fear, do not fully appreciate that this regard for self-reliance in a sense *is* the religion of Japan, or at least one aspect of it. Nor do they succeed in concealing their impatience with the Japanese notion that religion has to do with the affective, with sentiment and feelings, rather to the exclusion of ratiocination. This they call "a rather primitive state of religiousness." When W. G. Aston made judgements of this sort some sixty years ago, he was forgiven, so I suppose we should extend the same courtesy to these gentlemen. What is important is that a significant and authentic attitude has been noted, and reported. "Japanese people accept religion in an intuitive and sensible way. . ." one student says; ". . .religion is an emotional thing" says another; "The choice of a religion is not based on an intellectual understanding," says a third. And when the authors asked about the conflict of religion and science, they were told that science is one kind of venture, and religion another, and the two are really not comparable. The authors conclude: "It is a curious fact that such a nation as Japan, with a high degree of culture and famous for her exactness and meticulousness in the sciences, should depart from logical thinking when approaching religious problems. . . . The Westerner wants clearness of ideas, exactness of expression in the contents of his religion. The Japanese feels no such requirement." There again, another glimpse of the soul of a people, if we can but perceive it.

One of the surprises of this survey, for me at least, was that responses did not vary appreciably according to geographical region. I had somehow vaguely expected students from Tōhoku to say something vastly different from what students from Kantō or the Kansai said, but they did not. There is an astonishing consistency of response throughout the study. In a similar vein, the authors occasionally display what we might call a sacerdotal attitude toward women, which is not harmful, and is sometimes amusing. We are told, for example, that "One of the basic principles of feminine psychology is the predominance of feelings and affectiveness in their lives. . ." Aston, a half-century ago, knew and used that same simple proposition. It is, for better or worse, part of the stock-in-trade of our culture. And so, when the authors find that young women are less involved in the religion of self-assurance than young men, they attribute the difference to "feminine psychology," rather than to social

factors. But one could go on and on. I hope this book receives the attention it deserves. And, while we are about it, Peter Brogren and the Voyagers' Press in Tokyo deserve special praise for an unusually craftsmanlike job of binding and printing. —Albert W. Sadler

Mr. Sadler is Visiting Professor of Religion.

Revolution in Poland

Issac Bashevis Singer, *The Manor*, translated from the Yiddish by Joseph Singer and Elaine Gottlieb; Farrar, Strauss & Giroux, 1967, $6.95.

Poland's abortive revolution of 1863 was the last stand of a Slavic feudalism that had survived nearly intact from the Middle Ages. The success of Imperial Russia in suppressing the uprising insured that the Russian policy of modernization and industrialization would prevail. A process which lasted several centuries in Western Europe was compressed in Poland into the last third of the nineteenth century. *The Manor* is a Faulknerian saga of the interlocking fortunes of two families from the small Polish town of Jampol in this unsettled period.

Jampol's traditional way of life ends abruptly when the lord of the manor, Count Wladislaw Jampolski, is exiled to Siberia for his part in the rebellion. His estate is forfeited to a Russian general, from whom it is leased by an enterprising and pious Jew, Calman Jacoby. As legal disabilities against the Jews are gradually eroded by Poland's new pragmatic spirit, Calman Jacoby prospers. He has four daughters to marry off, and their matches are a major concern of this novel. Two of the girls marry *Hasidim*, members of the mystical Jewish sect which had first formed around the eighteenth century rabbi known as Baal-Shem-Tov (Master of the Good Name). The *Hasidim* attached themselves to saintly, wonder-working rabbis, and worshipped with an emotional fervor that included singing and dancing as well as study and prayer.

Another of the daughters marries Ezriel Badad, the son and despair of the rabbi of Jampol. Ezriel is a sceptic, though his youthful enthusiasm is as apt to lead him to false conclusions as is the unquestioning belief of the traditionalists with whom he quarrels. Ezriel ignores the Talmud, and studies instead mathematics, Latin, physics, chemistry, and geography. Like Joyce's Stephen Dedalus, he is determined to escape the nets of nationality, language, and religion.

After several years in Siberia, Count Jampolski receives a pardon from the Czar and returns to Jampol. His exile has hardened and simplified him so that he is satisfied with only the barest essentials. Although Calman has permitted the Count's wife and daughter to remain in the manor house, while he and his family live in what had been a blacksmith's cottage, the pressure of his business interferes with the simple life he prefers. He is forced to hire accountants to keep his books, to travel frequently to Warsaw, and to act like a man of substance.

Calman's real troubles begin when Count Jampolski's younger son, Lucian, returns to Jampol. The young nobleman, who had been in hiding since the defeat of the Polish rebels, is a dashing figure. Inevitably, Calman's remaining daughter, Miriam Lieba, decides not to marry a storekeeper from Lublin and elopes with Lucian.

What gives the book its power and scope is that this essentially domestic drama is bound up in the changes which occur in Polish society during this time of turbulence and transition. The cultural conflict is acted out by deftly drawn characters who involve our interest and evoke our sympathy. Many of the Jews feel compelled to search for a new style of life. They reject traditional Polish Judaism as the survival of an Asiatic tribal past, outmoded in a world of Marx, Darwin, and Laplace. Some, like the Warsaw financier Wallenberg, convert. Others shave their beards and sidelocks and assimilate as Western European Jews had done. Some emigrate to Palestine or America. Even as pious a man as Calman Jacoby finds it increasingly difficult to observe all the requirements of his faith. As the nineteenth century draws towards its end, many of the Jews and Poles see their world as the English poet John Donne must have seen his world in 1611:

'Tis all in peeces, all cohaerence gone;
All just supply, and all Relation:
Prince, Subject, Father, Sonne, are things forgot. . .

Singer provides no magic cement with which the characters can reconstruct a coherent world, but one or two make the hard choices which lead them to a kind of contentment. Their struggles to do so fascinate us to the end.

—David Greenstein

Mr. Greenstein is Instructor in English.

Cannibals and Christians

Norman Mailer, *Cannibals and Christians*, Dell, 1968, $.95.

Cannibals and Christians is a collection of articles, essays, book reviews and other short pieces written between 1960 and 1966 recently reprinted in paperback. Who are the author's "Cannibals" and "Christians"?—The cannibals are:

"All that Right Wing which believes there is too much on earth and too much of it is second rate, all of that Right Wing which runs from staunch Republicanism to the extreme Right Wing, and then half around the world through the ghosts of the Nazis, all of that persecuted Right Wing which sees itself as martyr, knows that it knows how to save the world: one can save the world by killing off what is second rate. So they are the Cannibals—they believe that survival and health of the species comes from consuming one's own, not one's near-own but one's own species . . . to kill and to eliminate is [their] sense of human continuation."

And, "We are all of us Christians: Jews, liberals, Bolsheviks, anarchists, Socialists, Communists, Keynesians, Democrats, Civil Righters, beatniks, ministers, moderate Republicans, pacifists, teach-inners, doctors, scientists,

professors, Latin Americans, new African nations, Common Marketers, even Mao-Tse-tung. We (Christians) believe man is good if given a chance. We believe man is open to discussion, ergo we believe nothing is so worthwhile as human life. . . . What characterizes the Cannibals is that most of them are born Christian, think of Jesus as Love and get an erection from the thought of whippings, blood, burning crosses, burning bodies and screams in mass graves. Whereas the Christians—the ones who are not Christian but whom we choose to call Christian—are utterly opposed to the destruction of human life and succeed within themselves in starting all wars of our time, since every war since the Second World War has been initiated by liberals or Communists: these Christians also succeed by their faith in science to poison the nourishment we eat and the waters of the sea, to alter the genetics of our beasts and to break the food chain of nature." These excerpts from the introduction should serve the reader as an early warning system for the kind of rocket fire that sizzles through the book.

One of the best known selections is the report for *Esquire* on the memorable 1964 Republican national convention. It includes imaginative etchings on some candidates now nearly forgotten and on others freshening again. Examples: William Miller was essentially a "deterrent," for the man a heartbeat away should not be too appealing. If he were, an assassin might entertain notions in his behalf. Richard Nixon, hanging too close to Goldwater, "was as easy to lose as a plain wife without prospects is easy to divorce." In praising Rockefeller's defiance of the hoots and jeers, Mailer suggests that . . . "a million years ago, some gorilla must have stood up to an enraged tribe and bellowed back and got away alive and human society was begun. So Rocky finally had his political moment which was precisely right for him."

Mailer saves his heavy shelling for LBJ. It is impossible in a brief review to do justice to the kind of literary fire power Mailer levels at the President. One can perhaps hint at the quality of the attack. Reviewing the President's book *My Hope for America*, Mailer calls its prose "totalitarian." "It does not define, it does not deliver. It oppresses. It obstructs from above. It is profoundly contemptuous of the minds who will receive the message. So it does its best to dull this consciousness with sentences which are nothing but bricked in power structures." In a speech delivered to students at Berkeley, Mailer continues the assault and develops the grim thesis that the escalation of the Vietnam War is best explained as psychic balm for LBJ's ego, an "ego (with) the voracity of a beast." Yet Mailer finally asks whether Johnson's "insanity" is an expression of the "near insanity of most of us, and (whether) his need for action is America's need for action; . . . any kind of action."

These intensely political concerns comprise about one quarter of the collection. The remaining pieces reflect Mailer's versatility and breadth of interest—an architectural proposal for a vertical city half a mile high housing 50,000 people is a case in point. The final short story is a hair-raising scenario depicting the last days of the world. Mailer makes it sound like a near-current event.

For many readers Mailer may be too gamey, too outrageous. Yet in *Cannibals and Christians*, as in his other works, he is a writer of formidable power. Mailer is also a heavyweight challenger of American "establishment" values. A less absorbent culture than ours might be staggered by punches like his. Mailer seems to hate America. But one asks, what greater ambiguities are there than "hate" and "love"? *Cannibals and Christians* disturbs and depresses in many of its separate parts. Taken as a whole, the book represents a brilliant writer's passionate caring about America. In the midst of the malaise he registers so artistically, Mailer continues to affirm "possibilities." Let us accept such small bits of optimism gratefully.

—JOHN V. CRAVEN

Mr. Craven is Associate Professor of Economics.

WILLIAM STYRON, *The Confessions of Nat Turner*, Random House, 1967, $6.95.

This is a profoundly pessimistic book. The events of the Slave Rebellion of 1831, led by the slave-preacher Nat Turner, are not clear. And Styron has by no means attempted to write a "history" of that insurrection. But what he has done is far more important. He has explored the relationship between messianic rhetoric and the militant mind. He has created and destroyed a new millenium. The Negro messianic prophet, like his Jewish counterpart, responds to peril, suppression, and hardship by formulating fantasies of triumph and prosperity which he believes God will bestow upon His elect. But the actual consequence of this Negro apocalypse is different. Missing from Turner's private revelations is the assurance of Jahweh that he speaks for a Chosen People; missing, too, is the nationalistic tradition knitting the militant impulse to the mechanism of history. Therefore the triumph is not total; and the prosperity is not boundless; and the dream of liberation is ultimately parochial. Nat Turner's Jerusalem is a remote, faltering cotton town. His promised land is a Southampton swamp, and, most distressing to the black militant today, his rebellion is defeated from within, as much by Nat's followers as by the black men who are alleged to have defended the white establishment against their fellow slaves. Indeed, the very structure of Styron's book inscribes the hopeless limits of Turner's vision.

The book begins with a dream, with Nat Turner's recurring nightmare of drifting on a wide river, past a marmoreal monument, bound for the open sea. But this is a dream dreamed in prison. The insurrection has been defeated and the events of the day and the events leading up to the day of the uprising are reported in defeat. Defeat looms most fiercely over the enterprise at its ending, as the epilogue tersely insists:

> "The bodies of those executed, with one exception, were buried in a decent and becoming manner. That of Nat Turner was delivered to the doctors who skinned it and made grease of the flesh. Mr. R. S. Barham's father owned a money purse made of his hide. His skeleton was

for many years in the possession of Dr. Massenberg, but has since been misplaced."

In tracing this pattern of doom, Styron speaks directly to the problem of armed revolt. What is most irksome to the militant black man in America today is Styron's apparent allegation that the Southern slave culture was incapable of sustaining a revolution. Machievelli addressed himself to the problem in Chapter Six of *The Prince:*

> . . . there is nothing more difficult to take in hand, more perilous to conduct, or more uncertain in its success, than to take the lead in the introduction of a new order of things. Because the innovator has for enemies all those who have done well under the old conditions and lukewarm defenders in those who may do well under the new.
>
> . . . when (these innovators) can . . . use force, then they are rarely endangered. Hence it is that all armed prophets have conquered and the unarmed ones have been destroyed.

But even arms, Styron's book makes clear, do not a successful rebellion make. The armed prophet succumbs to the same enemies and lukewarm defenders as his unarmed counterpart.

Historically, there is a basis for this view, In *Slavery, A Problem in American Institutional and Intellectual Life*, Stanley Elkins points out: "The typical West-African tribesman was a distinctly warlike individual; he had a profound sense of family and family authority; he took hard work for granted; and he was accustomed to live by a highly formalized set of rules which he himself often helped to administer. . . . He was the product, in any case, of cultural traditions essentially heroic in nature."

But the "Sambo" personality, the popular image of the Negro which prevailed in the 19th Century, the inherent liability that undermined Nat Turner's rebellion, Elkins attributes to the protracted series of shocks that "must have accompanied the principal events of enslavement." Capture, a forced march to the sea, death and suffering on the ocean crossing, destruction of family ties, and the torments of the auction block created a personality submissive and dependent on white authority. The Tideland Negroes Styron writes about could not respond to the white-educated Negro on anything but the most primitive level of personal revenge, sexual sadism, or, worse, utter apathy. In them the part of man which responds to ideals and abstractions was missing. They could not respond to Nat Turner's promises of future benefits, to Nat Turner's demands of moral coherence, self-discipline, abstinence and sacrifice, for these demands were made on the basis of white myth, white wisdom, and white tradition.

This is the cruelest irony of Styron's book. Nat's education, his exposure to the white man's Bible, his Vision, his divine mandate for annihilation of his white masters, all is an enormous hoax. By the end, the white God has forsaken his black apostle and the black man is left alone, unable to lead or to communicate with his own race, swept on the river of violence and terror he released but is unable to control. Even the language of Nat's memoirs is not his own: it is the stilted rhetoric of his white mentors. Styron has been attacked by some for this style of language for the first-person memoirs. Faulkner said when a character is finished he stands up and casts a shadow. Some of Styron's critics are hard pressed to find Nat's shadow. But his language is both source and symptom of his situation. He is trapped in the rhetoric of the culture he attempts to destroy. But to destroy the system is to destroy himself, for assimilation here has been nothing but victimization. The words he speaks, the ideas he struggles to master and to apply are alien to him. His most profound revelation is not that he has been chosen by God to free his people but rather that he is a slave.

> Nigger, negro, darkey, yes—but I had never heard myself called a slave before. I remember moving uneasily beneath their silent, contemplative gaze and I felt awkward and naked, stripped down to bare, black flesh, and a wicked chill like cold water filled the hollow of my gut as the thought crashed in upon me: "Yes, I am a slave."

Turner is trapped from beginning to end. Freedom is a myth. Education is useless. Messianic idealism is merely blasphemy in the hands of a black man. Only when I think of Yeats' "Easter 1916" can I find a glimmer of optimism in the shroud of hopelessness created by the novel.

> We know their dream; enough
> To know they dreamed and are dead.

—Bart F. Teush

Mr. Teush is Instructor in English.

Casey at the bat— and in the Clubhouse

Joseph Durso, *Casey: The Life and Legend of Charles Dillon Stengel*, Prentice-Hall, 1967, $5.95.

Charles Dillon Stengel was elected into baseball's Hall of Fame on March 8, 1966, just fifty-six years after his debut as an outfielder in Kankakee, Illinois, of the old Northern Association. During this half century, "Dutch"; "the Swami"; "Doctor"; "the Professor"; or, more commonly, "Casey," became a national figure. He was a bank vice-president, owned oil wells and dealt in real estate. He was a player, coach, or manager for 17 teams; was traded four times as a major league player; was fired three times as a major league manager; and was even paid twice for not managing. He "retired" at 71 after managing the Yankees to ten pennants in 12 years and was rehired at 72 to manage the "amazin" Mets. Branch Rickey called him "the perfect link between the team and the public"—and that he was!

Left-handed dentists were not in vogue in the early 1900's, so Casey dropped from Western Dental College in Kansas City to become a $135 a month baseball player. By 1912 Casey had shown enough ability to be called up to the big leagues by the Brooklyn Dodgers. In his debut the rookie went 4 for 4, making the writers think they had seen a new Ty Cobb. That hope was quickly dispelled, but this auspicious start and a base running incident with the famous Evers, of the Tinker to Evers to

Chance double-play combination, established his reputation as a "fresh busher" and set the tone of his career during his ensuing years as an "average" player with 4 minor league teams, 5 major league teams and, later, two more minor league teams.

In 1925, Casey entered managerial ranks when he became president, manager of, and player on the Worcester team of the Eastern League. At the end of that year, in what was to become a typical Stengel move, he released himself as a player, fired himself as a manager and then resigned as Club President. He spent the next six years managing Toledo of the American Association before moving up to the big leagues, once again with the Brooklyn Dodgers. In these years with Brooklyn, with Boston, and with Milwaukee, Kansas City, and Oakland in the minor leagues, Casey emerged as a shrewd wheeler-dealer of baseball talent as well as a gifted manager. Then came "the 12 most splendid years"—the Yankee years!

The stately Yankees hired Stengel in 1949 to rebuild a dynasty that was losing the last of its superstars—Joe DiMaggio. The Yankees sustained no fewer than 73 injuries during his initial season but still they managed to win the pennant by beating the Boston Red Sox on the last day of the season. In the process Casey initiated and successfully employed the "platoon system" for the first time in baseball history. The Yankees survived the post-war transition in lavish style during Casey's tenure, winning 10 pennants. But they had not won a World Series since 1958. Casey was 70; Ralph Houk, heir apparent to the managerial position, was receiving offers from other clubs; so the Yankee management made their move and "retired" Casey. Soon to follow was Yankee General Manager George Weiss, Casey's benefactor over the years. In October 1961, Casey followed Weiss out of retirement and signed as manager of the newly established New York Mets. Here he stayed until a broken hip at age 75 forced his bonafide retirement. Author Joe Durso sums up his contributions to the Mets by saying: ". . . he returned to tie up all the loose ends of his rambling life in baseball. He brought the Mets a sense of humor and sense of histrionics from the earliest days of his playing career, . . . he brought his playing sense, . . . he excelled in the arts of distracting the public, . . . he even borrowed the strategy of mass platooning and the awareness of Yankee haughtiness that now, with the Mets, became the most obvious and effective foil of all." In short, Casey was "the perfect link between the team and the public!" The author does an excellent job of interweaving the facts of Casey's life with the legends that surrounded him. He incorporates interesting personal incidents into an overall picture of the game of baseball itself during those turbulent years. And as he does so, he takes the reader from Glendale, the permanent base of Casey's operations, to Washington, where Senator Estes Kefauver is subjected to Casey's "Stengelese," and to every city in the land where baseball is played and applauded. It's an interesting book about an interesting man!

—Joseph J. Morrone

Mr. Morrone is Assistant Professor of Physical Education for Men and Assistant Director of Athletics.

Foreign Policy—French and American Perspectives

Jean-Jacques Servan-Schreiber: *Le Défi Américain*, Denoël, Paris, 1967, $3.75.

Since its publication in October 1967, *Le Défi Américain* has been a best-seller in France, a remarkable feat for a non-fiction book. Its author, Jean-Jacques Servan-Schreiber, founder of the weekly magazine, *L'Express*, is considered one of the most dynamic journalists of his generation. After graduating from L'Ecole Polytechnique in 1943, he escaped from France and became a pilot in the Free French Forces. After the war he worked as foreign politics editorial writer for *Le Monde*. During the Algerian War he was a lieutenant, and when he returned to Paris, he published his first book, *Lieutenant en Algerie*, which created a controversy. It opposed colonialism and the Minister of Defense charged him with outrage to army morale! He was tried and found not guilty.

But Schreiber's vivid personality is not the only reason for the sensation caused by this his second book. It seems that not only French readers, but politicians, scientists, and the businessmen of most European countries were ready for a book which examines, as its provocative title proclaims, the most important issue that modern Europe faces: the American challenge. Faced with the danger of American colonialism, what can and what must Europe do in order to remain a competitive power in an Industrial War between big industrial states?

The first part of the book describes the invasion of European economy by American businessmen. But this is not merely a question of money. This war is fought not with cash and credit only but with creative imagination and talents for organization. Since the end of the cold war, the United States has developed a powerful techno-structure by joining the forces of administation, academia, and big enterprise. By the year 2000 only the United States, Japan, Canada, and Sweden will be emerging as new "post-industrial" states where the average salary per capita per year will be $7500, and where only 147 days of work will be necessary! The gap between these countries and the rest of the world will be even greater than it is today. After these lucid observations and projections, M. Schreiber goes on to examine the background or source of the American power. Beyond mere financial power, technological research, and federal aid to important industries (electronics, communications, transportation, etc.), Schreiber sees an incredible American talent for management. As the main reason for it, he posits the success of the American educational system. The little poem by Kuan-tzu he cites summarizes his view:

> Give a man a fish
> and he will be fed once.
> Teach a man how to fish
> and he will be fed for his life-time.

A third part of the book discusses the present state of

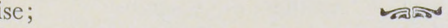
Europe. Europe is regressing, Europe is without a strategy. The Common Market fails because it is only a market, not an industrial power. At the national level European countries cannot compete with the United States. Yet, in this general disarray, France is showing a strong will not to become a satellite of the United States. A fourth part deals with ways to counterattack in order for Europe again to be master of her destiny. A technological European community is the only chance for survival, he claims. Big industrial units must be formed, and since Europe cannot compete on all levels, a few big operations must be chosen to preserve autonomy. A minimum of federal power is necessary to promote and secure the common enterprise; industry, education, and politics must coalesce, education needs to enter the twentieth century.

But in order to create such an economic polity, a new state of mind is needed to supplant the old attitudes and habits which have lead to present apathy. For Schreiber hope lies in political ideas and forces. In a fifth portion of the book he argues that it is necessary for Europe to become autonomous if she wants to maintain a balance of power in the world. Europe can achieve this only by renewing and refurbishing methods of organization, by promoting education, by trusting man, and by supporting principles of justice. In order to achieve these things it will be necessary for European nations to decentralize and confer upon their people responsibilities on all levels. Schreiber concludes by calling for an original European solution to the American challenge, reminding us that modern power is the capacity for invention.

At the end of the book are six documents dealing with the Japanese solution of cultural relativism, the Swedish solution of specialized competition, the absurd French policy of state subventions to unefficient enterprises, Herman Kahn's report on the role Europe should play in order "to make less dangerous and probable the American tendency to megalomania, by forcing the United States to share with another power," Louis Armand's advice on the need for Europe "to develop in common what is new," and M. Maisonrouge's call for "investing in Research, working in teams, directing our creativity according to our needs."

Though filled with figures and documents, this book is able to reach a large audience because of its directness of style. In simple and precise terms Schreiber describes the American economic invasion of Europe. There is in all of this nothing new; a score of famous European experts "have told these things but they have not been heard." Schreiber presents his survey with intensity and drama; his book reads like an epic of modern civilization with computers, nuclear energy, technocrats, and planetary consciousness among its prominent features. But most of all the book is a dynamic call to action. It is not only France which must cease to be isolated, but Europe which must cease to remain fragmented. European people must unite and decide upon new techniques and consider anew the relations between politics and technology in order to resist the growing American threat. To do otherwise, to fail to become competitive, is to fail to serve Europe's best interest, and ultimately the best interests of America and the world as well. This is a generous call from a concerned man and the book is devoid of any kind of anti-Americanism. Schrieber admires the specific American characteristics which have enabled the United States to become the greatest world power. But his neo-capitalistic solution seems to me to wish to create for Europe a twin sister of rampant American capitalism, and I wonder if such can really preserve the originality and continuity of European civilization. —Regine Servet

Mlle. Servet is Instructor in French.



Roger Hilsman, *To Move a Nation: The Politics of Foreign Policy in the Administration of John F. Kennedy*, Doubleday, 1967, $6.95.

The key word in the title is *politics*. The book is about what the author calls the "open process of conflict and consensus building, debate, assessment, and mutual adjustment and accommodation" that resulted in the major foreign policy decisions of the Kennedy Administration. It is about the turbulent and untidy process of American policy-making where a decision may be "little more than a signal that starts a public brawl by people who want to reverse it." It is a book which Roger Hilsman was especially qualified to write.

Professor Hilsman has observed the foreign policy-making process from almost every conceivable angle. He writes of the role of Congress as a former chief of the Foreign Affairs Division of the Congress' Legislative Research Service, of the effectiveness of the State Department as a former head of its Bureau of Intelligence and Research, of counter-insurgency in Vietnam as a former member of "Merrill's Marauders" and a behind the lines guerrilla in Manchuria during World War II, and of the Kennedy Administration's foreign policy as the late president's Assistant Secretary for Far Eastern affairs. Behind it all is the analysis of a first-rate political scientist who has been publishing scholarly research on the policy-making process for the past ten years.

The author tells us that the book is intended to serve three purposes: a theoretical study in political science, a history, and a personal memoir. The theoretical study offers a fascinating and enlightening analysis of the politics behind the policy-making process. His thesis is that foreign policy-making presents a complex problem in political consensus-building among competing interests and conceptions of national value priorities. Hilsman the political scientist presents a model of the process and Hilsman the historian fills in the events to give shape and meaning to the theory.

> Understanding comes in looking at the vital stuff of events themselves, in the interaction of the President, the Congress, the press, and special interests and in the rivalries of the great Executive departments, State, Defense, and the Central Intelligence Agency, as they clash in the actual making of policy, in the crucible of events—in the struggle over organizational

mandates, in the crisis of Soviet nuclear missiles in Cuba, of the Congo, Laos, and the guerrilla struggle in Vietnam.

The personal memoir has its drawbacks—there is a little too much of Hilsman sometimes—but in the author's personal involvement one sees the human side of politics, the strain of ego against cold rationality. Here one also finds the weakest link in the analysis, a questionable defense of the "strategic hamlets" program (which Hilsman helped promote), one of the early failures of American tactics in Vietnam. The defense is questionable in view of Hilsman's own thesis, which is that the Vietnam problem has always been essentially political. The realities of Vietnamese politics turned the strategic hamlets into a political liability.

Most often the analysis is incisive and convincing. Once beyond the Bay of Pigs disaster, President Kennedy wins high marks for his statecraft, in Laos ("because Laos was such an unholy mess"), the Congo, and, of course, in the Cuban missile crisis and in the limited nuclear test ban treaty. Finally, there is Vietnam, which "requires a more complicated judgment." Noting that President Kennedy "grumbled occasionally about the United States being 'overcommitted' in Vietnam and Southeast Asia," Hilsman feels that although the President had no intention of dropping that commitment, what he most wanted was to avoid turning Vietnam into an American war. The author admits that no one can really know what President Kennedy would have done in the changed situation that evolved a year after his death, but Hilsman feels that there is a clue in the President's earlier approach, which was to keep the fighting as limited as possible and to urge the Vietnam government to pursue an effective counterguerrilla program with American advice and help. According to Hilsman, if this did not work, then the United States could have accepted the resulting situation and entered negotiations without fatal consequences to its position in the rest of Asia.

But President Kennedy did not live. Those that remained after him, the Joint Chiefs, the Secretary of State, and, to a lesser extent, the Secretary of Defense, were all in favor of escalating the war, and the new President accepted their advice. His statecraft will be more difficult to grade.

—Russell J. Leng

Mr. Leng is Assistant Professor of Political Science.

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A Young Faculty Member– Busy but Interesting Life

By J. Peter DeYoe, '69

Photographs by J. Peter DeYoe, John Allen and Ann Stauffer.

Dr. Peter J. Coney of the geology department has the versatility and commitment to his work representative of the College's young faculty members. He aptly combines teaching, professional research, and working on faculty committees to make Middlebury a better place for present and future students.

"Why am I a geologist? I like what geology offered: to function as a scientist using my intellectual capacities in the classroom, laboratory or field. The combination of intellectual and physical activity and opportunities for travel attracted me. Besides, I love the good earth," said Professor Coney.

His dedication to teaching has earned him praise from students, most of whom take geology to meet science requirements. One student majoring in geology says of Dr. Coney, "he really cares. He takes a personal interest in his students, his teaching, and college policy."

"I came to Middlebury College with two ideas in mind," declared Professor Coney. "First, to help develop one of the best undergraduate geology departments in the country. I think we're well on our way. Second, I hope to give students who chose geology a meaningful experience in science. Middlebury offered me an open situation, a chance to develop a program as I saw fit," he said. Often during his teaching he will turn a lecture into a "thought-session" by discussing the aims of science and the purpose of education.

A native of North Berwick, Maine, Dr. Coney graduated from Colby College. He studied at the French Petroleum Institute in Paris and worked in El Salvador for two years on a community development project. After earning his Ph.D. in regional tectonics at the University of New Mexico, he came to Middlebury in 1964 as an assistant professor.

Informal evening seminars bring geology staff and majors together to discuss basic concepts. "We value these seminars, which give our majors the chance to articulate problems"; according to Dr. Coney shown to left of colleagues Professors Baldwin and Laurent. Dr. Coney likes the autonomy of a small department. "We have an open situation in geology. The three of us work as a team; there's no hierarchy."

Left: For Professor Coney, full-time summer research is "one of the advantages of teaching. I have the chance to spend a large block of time solely on research; and since my family comes along, it's a vacation for them. Summer work enriches my teaching." He is shown in picture with his wife, Darlene, and an Indian guide resting at 16,000 feet in the central Peruvian Andes. He spent two summers investigating the tectonic evolution of the region for his doctoral thesis. This summer Dr. Coney will examine terrain in southwestern New Mexico which may be similar to the moon's surface. NASA sponsors the research project.

"I spend 20 hours a week in the office drafting maps, going over data, reading geologic reports, and talking to students."

The aims of science and the purpose of education are discussed by Dr. Coney.

Professor Coney and colleague Dr. Roger Laurent examine an outcropping of Middlebury limestone while students map rock strata at a pasture in nearby Weybridge.

Although Professor Coney and the geology staff are prepared to train professional geologists, most students in elementary geology are satisfying Middlebury's science requirement. He points out that his object is to "have the student gain enough skills to function as a geologist. Then he can appreciate science as a method of investigation; acquiring, synthesizing, and using information."

Dr. Coney tells his students: "Use your head, think. Don't take for granted what we put on the blackboard. Don't mistake words for reality." He hopes after taking his course a student will appreciate the world he lives on.

Professor Coney received a $6,000 grant from Research Corporation to acquire this Worden gravity meter to do geophysical research and to equip a geophysics course he will teach next year. Bob Powell, '69, and Laurie Brown, '68, who are using the instrument to carry out an independent study project, make tests with Coney near a fault line in Weybridge. According to Dr. Coney, "each of us in the department has an on-going research program carried out during the academic year with student help. My own long-range project is a structural-geophysical study of the Champlain Valley and the Green Mountain front."

Serving on faculty committees is an important facet of Professor Coney's work. He has served for two years on the Faculty Council, an advisory group to President Armstrong. The group meets with the President in the Old Chapel Room. Dr. Coney is also a member of the Educational Policy Committee, which formulated Middlebury's new 4-1-4 curriculum plan to take effect this September.

"It's a great enjoyment for us to have students at home," he said. "We like the freshness of their viewpoints." At left is Gil Kujovich '69, an English major who took elementary geology with Dr. Coney two years ago.

The

Plain Fact Is . . .

Continued from Page 10

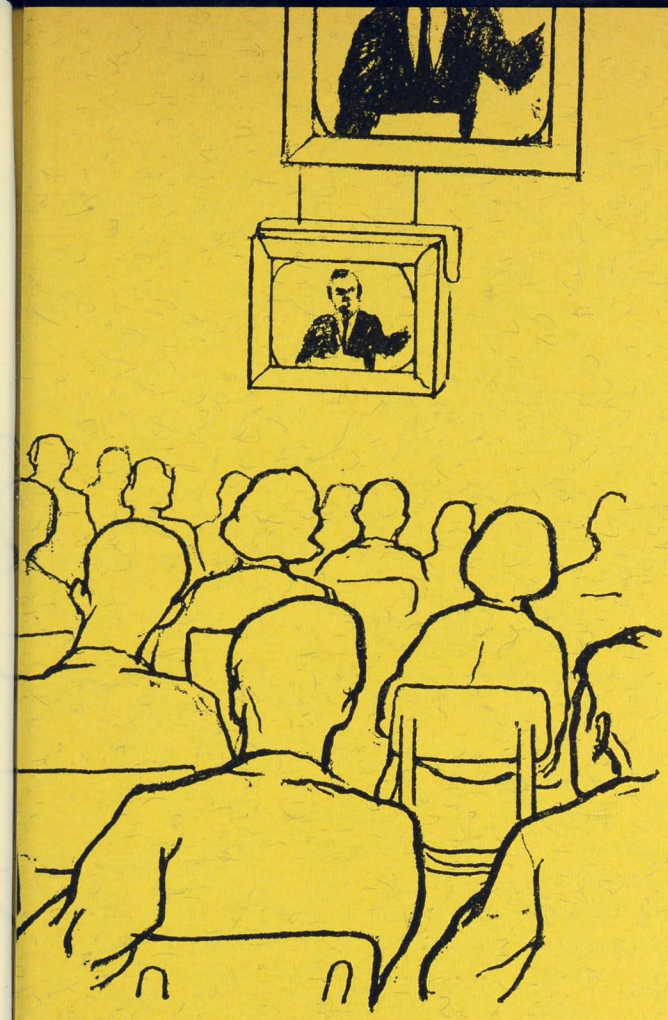
Commenting on Middlebury's students Professor Coney said: "one of my reasons for teaching here was the excellent caliber of Middlebury students. I have the feeling students have changed since my own undergraduate days in the early 1950's. Now they are more exciting, less conventional.

"One thing only concerns me about the students questioning Vietnam, civil rights, the administration here. They often seem directionless, going no further than their own discontent. I think they are restricting their opportunities when they should be equipping themselves to do something.

"I don't mean they should major in science. But they should prepare themselves to meet challenges that will exist or they will find themselves unable to function," he concluded.

Below, left: Father checks 5-year-old son Michel's art work. The Coneys also have a baby daughter, Marian.

Below, right: Evening pause. Professor and Mrs. Coney have a few moments to reflect on the accomplishments of the day.



university. A recent report presented this hypothetical case, based on actual projections of university expenditures and income:

The institution's budget is now in balance. Its educational and general expenditures total $24.5 million a year.

Assume that the university's expenditures per student will continue to grow at the rate of the past ten years—7.5 per cent annually. Assume, too, that the university's enrollment will continue to grow at *its* rate of the past ten years—3.4 per cent annually. Ten years hence, the institution's educational and general expenses would total $70.7 million.

At best, continues the analysis, tuition payments in the next ten years will grow at a rate of 6 per cent a year; at worst, at a rate of 4 per cent—compared with 9 per cent over the *past* ten years. Endowment income will grow at a rate of 3.5 to 5 per cent, compared with 7.7 per cent over the past decade. Gifts and grants will grow at a rate of 4.5 to 6 per cent, compared with 6.5 per cent over the past decade.

"If the income from private sources grew at the *higher* rates projected," says the analysis, "it would increase from $24.5 million to $50.9 million—leaving a deficit of $19.8 million, ten years hence. If its income from private sources grew at the *lower* rates projected, it would have increased to only $43 million—leaving a shortage of $27.8 million, ten years hence."

In publicly supported colleges and universities, the outlook is no brighter, although the gloom is of a different variety. Says the report of a study by two professors at the University of Wisconsin:

"Public institutions of higher education in the United States are now operating at a quality deficit of more than a billion dollars a year. In addition, despite heavy construction schedules, they have accumulated a major capital lag."

The deficit cited by the Wisconsin professors is a computation of the cost of bringing the public institutions' expenditures per student to a level comparable with that at the private institutions. With the enrollment growth expected by 1975, the professors calculate, the "quality deficit" in public higher education will reach $2.5 billion.

The problem is caused, in large part, by the tremendous enrollment increases in public colleges and universities. The institutions' resources, says the Wisconsin study, "may not prove equal to the task."

Moreover, there are indications that public institutions may be nearing the limit of expansion, unless they receive a massive infusion of new funds. One of every seven public universities rejected qualified applicants from their own states last fall; two of every seven rejected qualified applicants from other states. One of every ten raised admissions standards for in-state students; one in six raised standards for out-of-state students.

WILL THE FUNDS be found to meet the projected cost increases of higher education? Colleges and universities have traditionally received their operating income from three sources: *from the students*, in the form of tuition and fees; *from the state*, in the form of legislative appropriations; and *from individuals, foundations, and corporations*, in the form of gifts. (Money from the federal government for operating expenses is still more of a hope than a reality.)

Can these traditional sources of funds continue to meet the need? The question is much on the minds of the nation's college and university presidents.

▸ **Tuition and fees:** They have been rising—and are likely to rise more. A number of private "prestige" institutions have passed the $2,000 mark. Public institutions are under mounting pressure to raise tuition and fees, and their student charges have been rising at a faster rate than those in private institutions.

The problem of student charges is one of the most controversial issues in higher education today. Some feel that the student, as the direct beneficiary of an education, should pay most or all of its real costs. Others disagree emphatically: since society as a whole is the ultimate beneficiary, they argue, every student should have the right to an education, whether he can afford it or not.

The leaders of publicly supported colleges and universities are almost unanimous on this point: that higher tuitions and fees will erode the premise of equal oppor-

TUITION: We are reaching a point of diminishing returns. —*A college president*

It's like buying a second home. —*A parent*

tunity on which public higher education is based. They would like to see the present trend reversed—toward free, or at least lower-cost, higher education.

Leaders of private institutions find the rising tuitions equally disturbing. Heavily dependent upon the income they receive from students, many such institutions find that raising their tuition is inescapable, as costs rise. Scores of presidents surveyed for this report, however, said that mounting tuition costs are "pricing us out of the market." Said one: "As our tuition rises beyond the reach of a larger and larger segment of the college-age population, we find it more and more difficult to attract our quota of students. We are reaching a point of diminishing returns."

Parents and students also are worried. Said one father who has been financing a college education for three daughters: "It's like buying a second home."

Stanford Professor Roger A. Freeman says it isn't really that bad. In his book, *Crisis in College Finance?*, he points out that when tuition increases have been adjusted to the shrinking value of the dollar or are related to rising levels of income, the cost to the student actually declined between 1941 and 1961. But this is small consolation to a man with an annual salary of $15,000 and three daughters in college.

Colleges and universities will be under increasing pressure to raise their rates still higher, but if they do, they will run the risk of pricing themselves beyond the means of more and more students. Indeed, the evidence is strong that resistance to high tuition is growing, even in relatively well-to-do families. The College Scholarship Service, an arm of the College Entrance Examination Board, reported recently that some middle- and upper-income parents have been "substituting relatively low-cost institutions" because of the rising prices at some of the nation's colleges and universities.

The presidents of such institutions have nightmares over such trends. One of them, the head of a private college in Minnesota, told us:

"We are so dependent upon tuition for approximately 50 per cent of our operating expenses that if 40 fewer students come in September than we expect, we could have a budgetary deficit this year of $50,000 or more."

▸ **State appropriations:** The 50 states have appropriated nearly $4.4 billion for their colleges and universities this year—a figure that includes neither the $1–$2 billion spent by public institutions for capital expansion, nor the appropriations of local governments, which account for about 10 per cent of all public appropriations for the operating expenses of higher education.

The record set by the states is remarkable—one that many observers would have declared impossible, as recently as eight years ago. In those eight years, the states have increased their appropriations for higher education by an incredible 214 per cent.

Can the states sustain this growth in their support of higher education? Will they be willing to do so?

The more pessimistic observers believe that the states can't and won't, without a drastic overhaul in the tax structures on which state financing is based. The most productive tax sources, such observers say, have been pre-empted by the federal government. They also believe that more and more state funds will be used, in the future, to meet increasing demands for other services.

Optimists, on the other hand, are convinced the states are far from reaching the upper limits of their ability to raise revenue. Tax reforms, they say, will enable states to increase their annual budgets sufficiently to meet higher education's needs.

The debate is theoretical. As a staff report to the Advisory Commission on Intergovernmental Relations concluded: "The appraisal of a state's fiscal capacity is a political decision [that] it alone can make. It is not a researchable problem."

Ultimately, in short, the decision rests with the taxpayer.

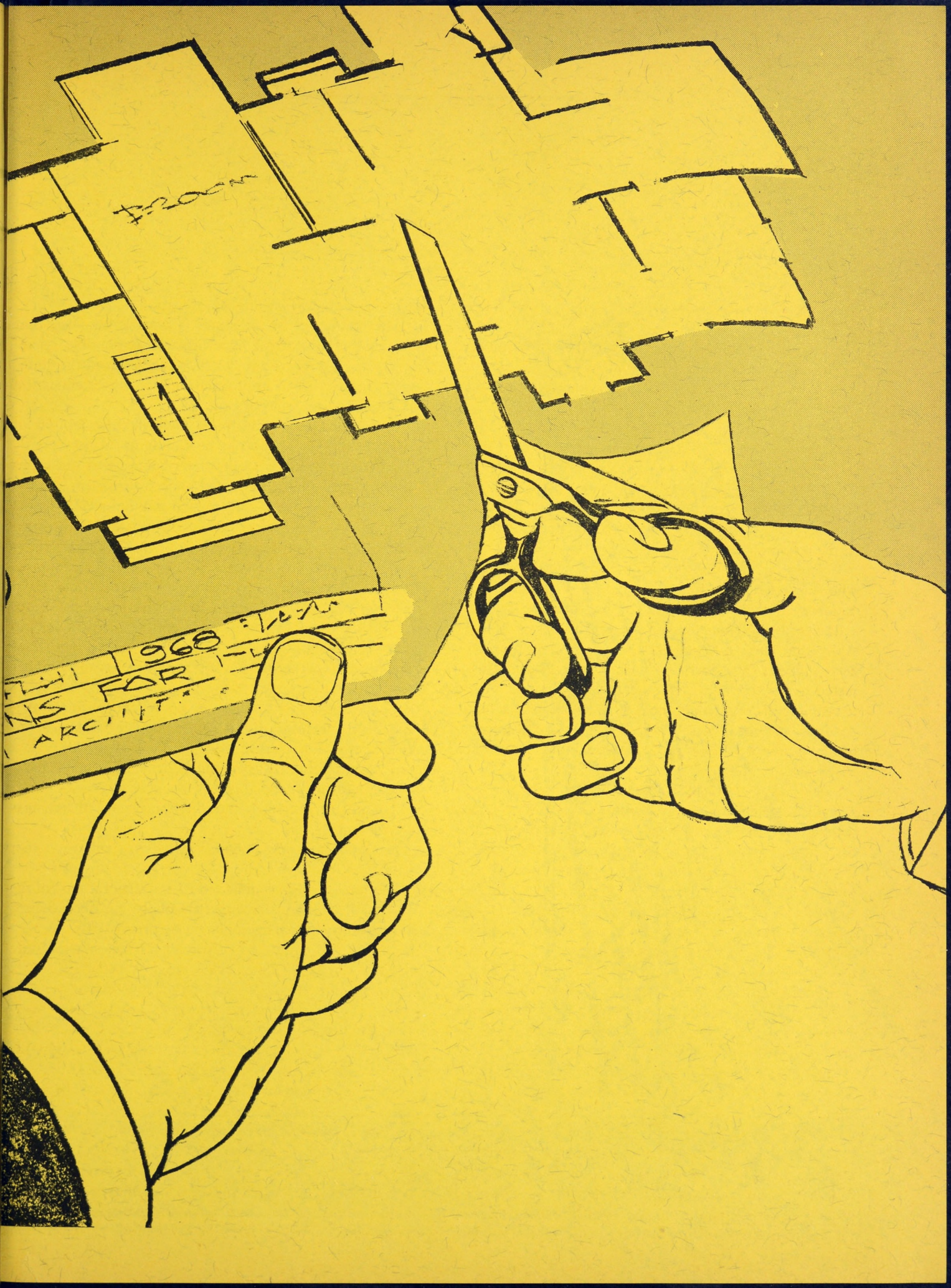
▸ **Voluntary private gifts:** Gifts are vital to higher education.

In private colleges and universities, they are part of the lifeblood. Such institutions commonly budget a deficit, and then pray that it will be met by private gifts.

In public institutions, private gifts supplement state appropriations. They provide what is often called "a margin for excellence." Many public institutions use such funds to raise faculty salaries above the levels paid for by the state, and are thus able to compete for top scholars. A number of institutions depend upon private gifts for student facilities that the state does not provide.

Will private giving grow fast enough to meet the growing need? As with state appropriations, opinions vary.

John J. Schwartz, executive director of the American Association of Fund-Raising Counsel, feels there is a great untapped reservoir. At present, for example, only one out of every four alumni and alumnae contributes to higher education. And, while American business corporations gave an estimated $300 million to education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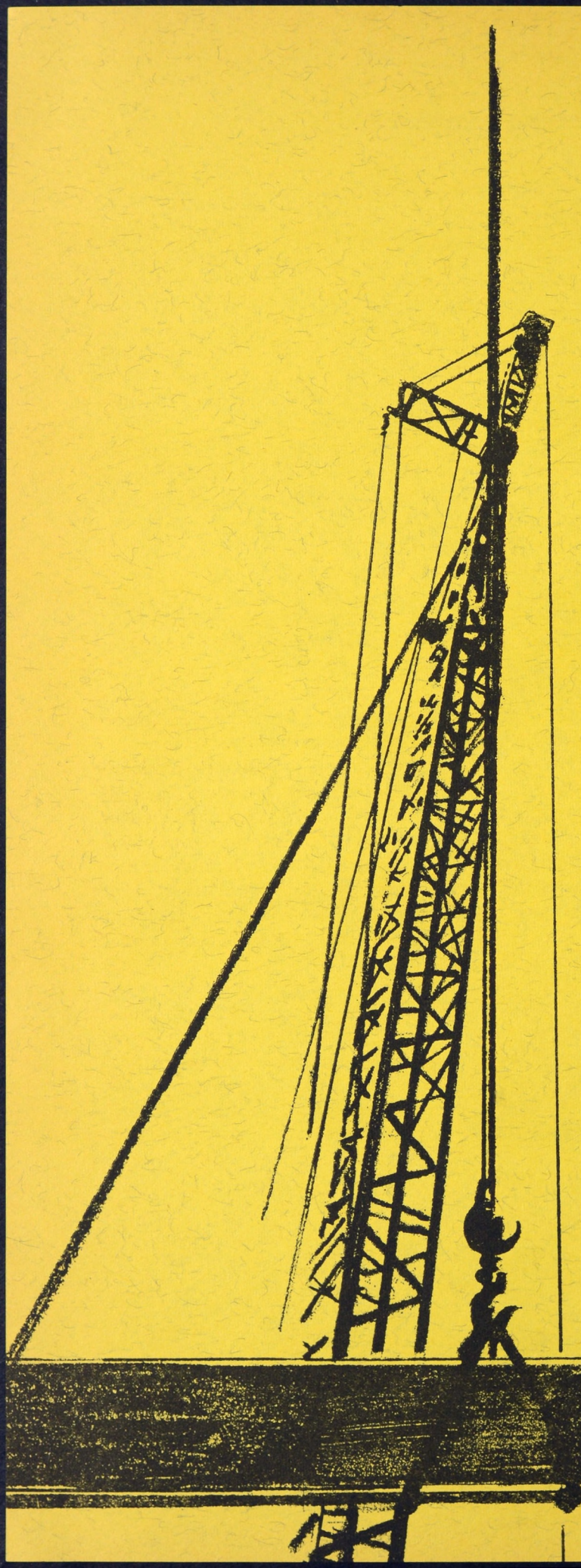


in 1965–66, this was only about 0.37 per cent of their net income before taxes. On the average, companies contribute only about 1.10 per cent of net income before taxes to all causes—well below the 5 per cent allowed by the Federal government. Certainly there is room for expansion.

(Colleges and universities are working overtime to tap this reservoir. Mr. Schwartz's association alone lists 117 colleges and universities that are now campaigning to raise a combined total of $4 billion.)

But others are not so certain that expansion in private giving will indeed take place. The 46th annual survey by the John Price Jones Company, a firm of fund-raising counselors, sampled 50 colleges and universities and found a decline in voluntary giving of 8.7 per cent in 12 months. The Council for Financial Aid to Education and the American Alumni Council calculate that voluntary support for higher education in 1965–66 declined by some 1.2 per cent in the same period.

Refining these figures gives them more meaning. The major private universities, for example, received about 36 per cent of the $1.2 billion given to higher education —a decrease from the previous year. Private liberal arts colleges also fell behind: coeducational colleges dropped 10 per cent, men's colleges dropped 16.2 per cent, and women's colleges dropped 12.6 per cent. State institutions, on the other hand, increased their private support by 23.8 per cent.

The record of some cohesive groups of colleges and universities is also revealing. Voluntary support of eight Ivy League institutions declined 27.8 per cent, for a total loss of $61 million. The Seven College Conference, a group of women's colleges, reported a drop of 41 per cent. The Associated Colleges of the Midwest dropped about

ON THE QUESTION OF FEDERAL AID, everybody seems to be running to the same side of the boat.

—A college president

5.5 per cent. The Council of Southern Universities declined 6.2 per cent. Fifty-five major private universities received 7.7 per cent less from gifts.

Four groups gained. The state universities and colleges received 20.5 per cent more in private gifts in 1965–66 than in the previous year. Fourteen technological institutions gained 10.8 per cent. Members of the Great Lakes College Association gained 5.6 per cent. And Western Conference universities, plus the University of Chicago, gained 34.5 per cent. (Within each such group, of course, individual colleges may have gained or lost differently from the group as a whole.)

The biggest drop in voluntary contributions came in foundation grants. Although this may have been due, in part, to the fact that there had been some unusually large grants the previous year, it may also have been a foretaste of things to come. Many of those who observe foundations closely think such grants will be harder and harder for colleges and universities to come by, in years to come.

FEARING that the traditional sources of revenue may not yield the necessary funds, college and university presidents are looking more and more to Washington for the solution to their financial problems.

The president of a large state university in the South, whose views are typical of many, told us: "Increased federal support is essential to the fiscal stability of the colleges and universities of the land. And such aid is a proper federal expenditure."

Most of his colleagues agreed—some reluctantly. Said the president of a college in Iowa: "I don't like it . . . but it may be inevitable." Another remarked: "On the question of federal aid, everybody seems to be running to the same side of the boat."

More federal aid is almost certain to come. The question is, When? And in what form?

Realism compels this answer: In the near future, the federal government is unlikely to provide substantial support for the operating expenses of the country's colleges and universities.

The war in Vietnam is one reason. Painful effects of war-prompted economies have already been felt on the campuses. The effective federal funding of research per faculty member is declining. Construction grants are becoming scarcer. Fellowship programs either have been reduced or have merely held the line.

Indeed, the changes in the flow of federal money to the campuses may be the major event that has brought higher education's financial problems to their present head.

Would things be different in a peacetime economy? Many college and university administrators think so. They already are planning for the day when the Vietnam war ends and when, the thinking goes, huge sums of federal money will be available for higher education. It is no secret that some government officials are operating on the same assumption and are designing new programs of support for higher education, to be put into effect when the war ends.

Others are not so certain the postwar money flow is that inevitable. One of the doubters is Clark Kerr, former president of the University of California and a man with considerable first-hand knowledge of the relationship between higher education and the federal government. Mr. Kerr is inclined to believe that the colleges and universities will have to fight for their place on a national priority list that will be crammed with a number of other pressing

COLLEGES AND UNIVERSITIES are tough. They have survived countless cataclysms and crises, and one way or another they will endure.

—A college president

problems: air and water pollution, civil rights, and the plight of the nation's cities, to name but a few.

One thing seems clear: The pattern of federal aid must change dramatically, if it is to help solve the financial problems of U.S. higher education. Directly or indirectly, more federal dollars must be applied to meeting the increasing costs of *operating* the colleges and universities, even as the government continues its support of students, of building programs, and of research.

IN SEARCHING for a way out of their financial difficulties, colleges and universities face the hazard that their individual interests may conflict. Some form of competition (since the institutions are many and the sources of dollars few) is inevitable and healthy. But one form of competition is potentially dangerous and destructive and, in the view of impartial supporters of all institutions of higher education, must be avoided at all costs.

This is a conflict between private and public colleges and universities.

In simpler times, there was little cause for friction. Public institutions received their funds from the states. Private institutions received *their* funds from private sources.

No longer. All along the line, and with increasing frequency, both types of institution are seeking both public and private support—often from the same sources:

► **The state treasuries:** More and more private institutions are suggesting that some form of state aid is not only necessary but appropriate. A number of states have already enacted programs of aid to students attending private institutions. Some 40 per cent of the state appropriation for higher education in Pennsylvania now goes to private institutions.

► **The private philanthropists:** More and more public institutions are seeking gifts from individuals, foundations, and corporations, to supplement the funds they receive from the state. As noted earlier in this report, their efforts are meeting with growing success.

► **The federal government:** Both public and private colleges and universities receive funds from Washington. But the different types of institution sometimes disagree on the fundamentals of distributing it.

Should the government help pay the operating costs of colleges and universities by making grants directly to the institutions—perhaps through a formula based on enrollments? The heads of many public institutions are inclined to think so. The heads of many low-enrollment, high-tuition private institutions, by contrast, tend to favor programs that operate indirectly—perhaps by giving enough money to the students themselves, to enable them to pay for an education at whatever institutions they might choose.

Similarly, the strongest opposition to long-term, federally underwritten student-loan plans—some envisioning a payback period extending over most of one's lifetime—comes from public institutions, while some private-college and university leaders find, in such plans, a hope that their institutions might be able to charge "full-cost" tuition rates without barring students whose families can't afford to pay.

In such frictional situations, involving not only billions of dollars but also some very deep-seated convictions about the country's educational philosophy, the chances that destructive conflicts might develop are obviously great. If such conflicts were to grow, they could only sap the energies of all who engage in them.

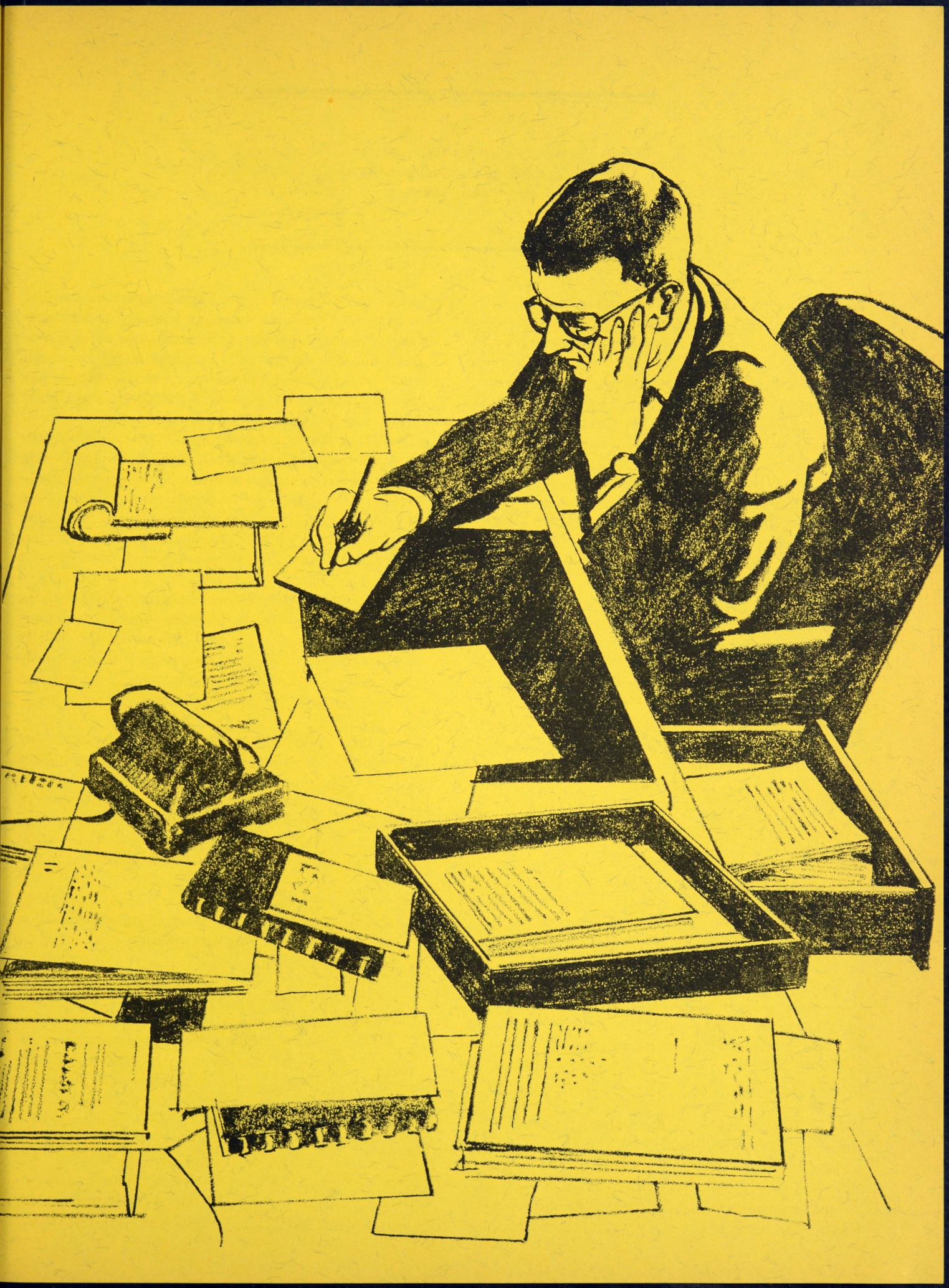
IF THERE IS INDEED A CRISIS building in American higher education, it is not solely a problem of meeting the minimum needs of our colleges and universities in the years ahead. Nor, for most, is it a question of survive or perish; "colleges and universities are tough," as one president put it; "they have survived countless cataclysms and crises, and one way or another they will endure."

The real crisis will be finding the means of providing the quality, the innovation, the pioneering that the nation needs, if its system of higher education is to meet the demands of the morrow.

Not only must America's colleges and universities serve millions more students in the years ahead; they must also equip these young people to live in a world that is changing with incredible swiftness and complexity. At the same time, they must carry on the basic research on which the nation's scientific and technological advancement rests. And they must be ever-ready to help meet the immediate and long-range needs of society; ever-responsive to society's demands.

At present, the questions outnumber the answers.

► How can the United States make sure that its colleges and universities not only will accomplish the minimum task but will, in the words of one corporate leader,



NOTHING IS MORE IMPORTANT than the critical and knowledgeable interest of our alumni. It cannot possibly be measured in merely financial terms.
—A university president

provide "an educational system adequate to enable us to live in the complex environment of this century?"

▸ Do we really want to preserve the diversity of an educational system that has brought the country a strength unknown in any other time or any other place? And, if so, *can* we?

▸ How can we provide every youth with as much education as he is qualified for?

▸ Can a balance be achieved in the sources of higher education's support, so that public and private institutions can flourish side by side?

▸ How can federal money best be channeled into our colleges and universities without jeopardizing their independence and without discouraging support either from the state legislatures or from private philanthropy?

The answers will come painfully; there is no panacea. Quick solutions, fashioned in an atmosphere of crisis, are likely to compound the problem. The right answers will emerge only from greater understanding on the part of the country's citizens, from honest and candid discussion of the problems, and from the cooperation and support of all elements of society.

The president of a state university in the Southwest told us: "Among state universities, nothing is more important than the growing critical and knowledgeable interest of our alumni. That interest leads to general support. It cannot possibly be measured in merely financial terms."

A private college president said: "The greatest single source of improvement can come from a realization on the part of a broad segment of our population that higher education must have support. Not only will people have to give more, but more will have to give."

But *do* people understand? A special study by the Council for Financial Aid to Education found that:

▸ 82 per cent of persons in managerial positions or the professions do not consider American business to be an important source of gift support for colleges and universities.

▸ 59 per cent of persons with incomes of $10,000 or over do not think higher education has financial problems.

▸ 52 per cent of college graduates apparently are not aware that their alma mater has financial problems.

To America's colleges and universities, these are the most discouraging revelations of all. Unless the American people—especially the college and university alumni—can come alive to the reality of higher education's impending crisis, then the problems of today will be the disasters of tomorrow.

The report on this and the preceding 15 pages is the product of a cooperative endeavor in which scores of schools, colleges, and universities are taking part. It was prepared under the direction of the group listed below, who form EDITORIAL PROJECTS FOR EDUCATION, a non-profit organization associated with the American Alumni Council.

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SPORTS

(*Continued from page 16*)

Spring Sports Forecast

Faced with a lack of personnel for staffing both freshman and varsity programs, Middlebury will temporarily suspend its freshman program in baseball, track and golf this spring. Freshman teams will be formed in lacrosse and tennis.

Athletic Director Walter J. Nelson announced that the Eastern College Athletic Conference has granted Middlebury a waiver to use freshman on varsity teams. Following a meeting with coaches, the Faculty Athletic Policy Committee voted to use the waiver only in the areas of track, baseball and golf instead of in the entire spring sports program.

BASEBALL: Coach Forbes is looking for a definite improvement of the 1967 mark of 0–10. With the availability of freshmen for varsity play this year, prospects appear brighter.

Forming the nucleus of the 25-man team are nine returning lettermen, including three pitchers. Although all were regulars last year, only Capt. Steve Syriala, a pitcher, is a sure starter in the season opener at Wesleyan. The others will have to compete with some good freshman and sophomore prospects for starting slots.

Returning pitchers in addition to Syriala, are Jim Soja, and Bill Morse; catcher, Bruce Kimmel; shortstop, Dave Vanier, and outfielders Steve Callahan, Jack O'Malley, John Davidson, and Jim Esmond.

New players on the squad this year are catchers, John Gilhooly and Bob Mygatt; infielders, Mark Ripa, Frank Badger, Jon Reynolds, Barry Metayer, Bill Wallace, Dave Saporito, Ed Yunck and Gary Westerman, and outfielders, Tom DeRogatis, Jan Rovelli and Charles Rockwell.

New pitchers who should give the Panther some depth and strength are freshman John Touhy and John Olenoski; sophomore Ed Miller and Rick Vomacka, a junior.

Panther hitting, which was weak last year, may be a little stronger this year, but it is still an unknown factor this early in the season.

The major problem facing Coach Forbes is getting his team out on the diamond. Wet grounds limited workouts to the Field House until early April.

TRACK: The use of freshmen for track, as in baseball, is expected to improve team prospects considerably. Middlebury will have one of the largest squads in recent years with 35 out for the sport. Coach Mackey predicts that added depth, which is so vital to track, should be a great help to the squad in its nine-meet schedule.

Team strength is expected in the shotput, hurdles, long jump and 880 and 440 yard races. Major weaknesses are reported in the distance events and sprints.

Capt. Steve Krichels, outstanding quarter miler and long jumper, heads a group of 10 returning veterans. They are Rick McMahon, weights; Bob Cohen, sprints; Steve Conn, weights; Joe Wood, hurdles; Glenn Curtis, Vermont collegiate half mile titalist; Bentley Myer, pole vault; Glen Wehrwein, jumps; Keith Connors, jumps; Larry Wegel, discus, and John Morton, distance events.

A loss to the team was Art Coolidge, crack mile and two miler, who left school at the end of his junior year. Coolidge won the Vermont collegiate title in both events last year and set new records in both at Middlebury.

LACROSSE: The Panthers of Coach Joe Morrone will play their toughest schedule ever against some of the finest lacrosse teams in the East. On hand for the 15-game slate is a 21-man squad, with 15 of them veterans.

Teams added this year are Loyola of Baltimore, Towson College, Fairleigh-Dickinson, Dartmouth and N. Y. Maritime College. Dropped from the schedule were Tufts and Hofstra.

Panther strength can be found in its close defense unit led by Capt. Charlie Sullivan, a senior, and juniors Dave Bahnson and Chris Van Raalte.

Returning to lead the attack unit is Tom Harrington, '69, last year's top scorer with 20 goals and 11 assists. The Panthers have a well balanced midfield unit of juniors Dan Redmond and Ralph Sexton.

The goal appears, again this year, to be the major problem. Bill McCollom, last year's goal tender, has missed almost a month of practice while skiing for Middlebury in the NCAA ski championships in Colorado. A sophomore, Rick Moore, who played goalie on the freshman team last year, will start in the nets with McCollom in reserve.

TENNIS: Despite the loss of last year's number one player, John Mallouk, who finished third in the 1967 New England Intercollegiate Tennis Tournament, the Panthers will have one of the best balanced teams they have had in three years.

The return of nine veteran players will give the squad more experience than the 1967 team had. Sixteen good players have been battling for the 10 starting positions on the squad.

The team, under Coach Bruce Carroll, got off to an early start this year by holding weekly practice sessions at the Burlington Indoor Courts. Daily practice sessions were initiated at the Field House when the ice was removed to expose the indoor courts.

More emphasis is being placed on physical conditioning this year with the result that the team should be in top shape for its nine-game schedule.

Returning veterans are Jeff Riotte, Bill Levin, Conrad Ambrette, Sandy Spaulding, David Brautigam, Stu Dunn, Terry Plum, Richard Edes, and Bill Bethke.

GOLF: The golfers, who turned in a fine 9–1 record in 1966, and finished 5–5 last year, will have to come up with some key replacements this year if they hope to continue the winning trend.

Coach Duke Nelson says he has four of his seven top golfers back again this year. He listed key losses through graduation as Pete Robey, No. 1 man; Dave Williams, No. 2, and Barry Kasprow, No. 5. Promising golfers, who could fill these vacancies, include Clem Werner, Steve Kipp and Dave Breen.

With four good golfers, Bob Reed, George Phinney, Bill Sessions and Bob Frem, and three others who are nearly as talented, the Panthers should again make a good showing. Three or four sophomores and some freshmen of undetermined ability will also be available and may help the team.

Your Family and Middlebury

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WITH THE FACULTY

(*Continued from page 2*)

The CEGS undertakes to develop high school science programs in Geology and attempts to establish guidelines for college curricula.

Dr. David K. Smith (Economics) has been appointed to an eight-man 1968 New York State Regents Fellowship Selection Committee. The Committee met at the end of February to name 250 winners of the Regents College Teaching Fellowships for beginning graduate study. Professor Smith continues as a consultant to the Vermont Legislative Council Subcommittee studying the revenue estimating process in Vermont.

Professor Benjamin F. Wissler (Physics) and Professor Peter J. Coney (Geology) served on an advisory panel to evaluate proposals submitted to the Instructional Scientific Equipment Program of the National Science Foundation. The Foundation makes grants through this Program to colleges and universities for the purchase of scientific equipment.

Dr. David J. Littlefield (English) spoke last fall at the Howard University Law School. His topic was "Emerging Concepts of Justice in Western Literature."

Dr. Arthur J. Knoll (History) participated in a panel discussion last fall at the African Studies Association Conference on the problems and prospects of African studies at the high school level. His topic was the role of African history in the general context of non-Western history.

Dr. Harold B. Hitchock (Biology) in November addressed students at the Hotchkiss School in Lakeville, Connecticut, on the topic "Migration and Longevity of the Common Little Brown Bat."

Dr. Karl L. Anderson (Economics) spoke on "The Economic Aspects of Power" at the United States Army Command and General Staff College at Fort Leavenworth, Kansas, earlier this year. He also lectured on "The Social and Economic Situation" at the Inter-American Defense College at Fort Leslie J. McNair in Washington, D. C.

Professor Robert Pack (English) has given poetry readings during the year at Loyola University, New Orleans; University of Denver; University of Arkansas, Fayetteville; Gettysburg College; and Goddard College.

Dr. Charles W. J. Scaife (Chemistry) presented a paper entitled "The Infrared and Ramon Spectra of Variably Hydrated Zinc Nitrate Solutions" to the Chemical Spectroscopy Section at the 22nd Symposium on Molecular Structure Spectroscopy, which was held at Ohio State University last Fall.

Mr. Travis B. Jacobs (History) delivered a paper on the topic "Ambassador Laurence A. Steinhardt: An Amateur as Professional in Moscow 1939–41," at the annual meeting of the American Historical Association held in Toronto last December.

1968 Commencement Program

	Friday, June 7
2:00 p.m.–10:00 p.m.	Registration, Alumni House Lounge
6:30 p.m.	Buffet Supper, Bread Loaf Inn
8:30 p.m.	Alumni Seminar, Bread Loaf Theatre
	Saturday, June 8
8:30 a.m.–12:30 p.m.	Registration, Alumni House Lounge
9:00 a.m.–11:30 a.m.	Alumni Coffee Hour, Alumni House Lounge
10:00 a.m.	Tour of Campus, Meet at Alumni House Lounge
10:00 a.m.	Alumnae Association Meeting, Pearsons Living Room
10:00 a.m.	Alumni Association Meeting, Redfield Proctor Hall
12:15 p.m.	Commencement Luncheon, Memorial Field House
2:00 p.m.	Cornerstone Ceremony at the Christian A. Johnson Memorial Building
2:30 p.m.	Opening of Art Exhibit to honor Professor Arthur K. D. Healy, Christian A. Johnson Memorial Building
3:00 p.m.	Tour of Campus, Meet at Memorial Field House
3:30 p.m.–5:00 p.m.	Reception in Honor of the Senior Class The President's House, 3 South Street
6:30 p.m.	Class Reunion Dinners
8:30 p.m.	Commencement Play—*A Midsummer Night's Dream*, Wright Memorial Theatre
	Sunday, June 9
10:45 a.m.	Baccalaureate Service, Mead Memorial Chapel
12:30 p.m.	Phi Beta Kappa Dinner, Redfield Proctor Hall
8:30 p.m.	Commencement Play—*A Midsummer Night's Dream*, Wright Memorial Theatre
	Monday, June 10
10:50 a.m.	Commencement Procession, Memorial Field House
10:30 a.m.	Commencement Exercises, Memorial Field House
All Week End	Art Exhibit, Student Art Exhibit, Carr Hall